



**DELHI UNIVERSITY
LIBRARY**

DELHI UNIVERSITY LIBRARY

Cl. No. T:84 H8

Ac. No. 172367

Date of release for loan

This book should be returned on or before the date last stamped below. An overdue charge of 0.6 nP. will be charged for each day the book is kept overtime.

DEVELOPING A CURRICULUM
FOR MODERN LIVING

*T H E H O R A C E M A N N —
L I N C O L N I N S T I T U T E
O F S C H O O L E X P E R I M E N T A T I O N*
TEACHERS COLLEGE · COLUMBIA UNIVERSITY

Developing a Curriculum for Modern Living

FLORENCE B. STRATEMEYER

HAMDEN L. FORKNER

MARGARET G. McKIM

and

*Cooperating Members of the
Childhood-Youth Education Committee*

TOMPSIE BAXTER

MARY ELLA CHAYER

LENNOX GREY

GERTRUDE HILDRETH

WILLIAM HUGHES

LILLIAN LOCKE

ELMINA LUCKE

BETH NEAL OSBOURN

FREDERICK REX

HELEN STOREN

CLARA TAYLOR

LAURA WHITE

BUREAU OF PUBLICATIONS
TEACHERS COLLEGE · COLUMBIA UNIVERSITY
NEW YORK

Copyright, 1947, by

TEACHERS COLLEGE • COLUMBIA UNIVERSITY

SECOND PRINTING, JUNE, 1948

PRINTED IN THE UNITED STATES OF AMERICA

Foreword

IN projecting a major research program on the curriculum of childhood and youth education, the staff of the Horace Mann-Lincoln Institute of School Experimentation undertook three basic analyses. The first was a critical appraisal of child development materials from the standpoint of their contribution to the curriculum.¹ The second was a studied consideration of the social bases of the curriculum, and its findings are as yet to be published. The third was a reasoned theory of a curriculum which would utilize our knowledge of children as they grow and mature in this American society with its democratic orientation and direction. It is this analysis which forms the basis for the present volume.

As the Institute staff viewed the programs of American schools, it recognized that many improvements were continually being made. Yet it appeared to the staff that curriculum provisions lacked direction, unity, and balance. Central purposes were not clear. Guiding principles were not consistent. Certain aspects of living were being overemphasized and others entirely neglected. It was believed that a contribution toward a more adequate direction of programs could be made through the presentation and illustration of what would be involved in a more systematic and analyzed approach to the school experiences of boys and girls.

A committee under the co-chairmanship of Hamden L. Forkner and Florence B. Stratemeyer undertook the task of projecting a whole or unified view of the curriculum which would eliminate many of the weaknesses now generally recognized as characterizing school programs. That the committee was able to define a clearly stated position and to elaborate its implication for all major

¹ Jersild, Arthur T. and Others. *Child Development and the Curriculum*. New York: Bureau of Publications, Teachers College, Columbia University, 1946.

aspects of the education process is a major achievement. Seldom does a group find it possible to unite in the formulation of basic curriculum proposals which, if followed, would result in major changes in existing school practices.

The theory of the curriculum presented in the report is not only challenging but also practical and encouraging in its application to the school program. While this report is being distributed now, further study and experimentation are being undertaken to determine adequate means of implementation for the ideas proposed by the committee. As the Institute continues to examine and apply the basic recommendations of this volume, other promising alternatives will also be explored.

These materials will be of great value to teachers, principals, supervisors, and curriculum directors in programs of in-service education and curriculum improvement. Pre-service and in-service college and university courses in curriculum improvement will find this volume a highly useful and interpretive summary.

GORDON N. MACKENZIE

Executive Officer

*Horace Mann-Lincoln Institute
of School Experimentation*

Preface

DURING recent years many changes have been made in the American educational program through study and experimentation on the part of children and youth, teachers, parents, administrators, and members of lay community groups. The significance of these changes is in no way to be minimized. But a realistic view of present educational programs reveals two basic problems.

First, the extension of curriculum opportunities has not been accompanied by a synthesis of the many parts into a related whole in terms of general principles and central purposes. Curriculum practices show that important aspects of living are frequently given little or no attention; that widely varied principles are used as guides to action. To meet the problems of modern living in our American democracy requires educational experiences that encompass all aspects of living and an approach to these situations which is guided by carefully thought out and accepted values.

Second, an adequate orientation to and understanding of our society has not been achieved. Too little attention has been given to the real problems of our technological society—pressing problems of the balanced use of natural resources; of means of achieving group decision and action on the part of labor and management, of different racial and religious groups, of political and social groups touching the outermost limits of the world; of achieving and maintaining the peace in an atomic age; of many other facets of our modern life. At various points in the process of curriculum change, problems such as these have remained outside the curriculum and attention has been focused on learners working in new ways with curriculum content vaguely related to everyday life in our society. At other times, when attention has been focused on meeting society's challenge to education to deal with these problems, there

has not been an equal concern for what we know about the way learning takes place. Academic discussions have taken the place of direct experience. Attempts have been made to help learners to have direct experience with situations faced by adults which had very little or no meaning for them. Children, youth, and adults who effectively meet the situations of our changing technological society and make a positive contribution to that society require educational experiences that allow them to be active participants in their society at each stage of their development.

This volume attempts to develop an approach to the curriculum which relates the best we know about children and youth growing up in our society in terms of the democratic values of that society. Chapters I through III give a brief statement of the major challenges to the curriculum worker as seen by the writers of this volume. Chapter I identifies major curriculum issues which need reconsideration in terms of the demands of our times and the nature of our learners. Chapters II and III, respectively, analyze the nature of our society and the needs of the children we teach as the two major guides to curriculum development, and point to the curriculum implications of the analyses. The chapter which follows outlines the resulting concept of curriculum development when these factors are taken as the focal points.

Chapter V attempts to analyze the persistent life situations faced by learners at various age levels and presents some of the typical everyday experiences through which children, youth, and adults meet these situations. A series of charts suggest the changing nature and complexity of the life situations faced by all persons as they grow from childhood toward adulthood. They are not intended to be curriculum units, but are intended as a guide to the teacher who conceives of the curriculum as being concerned with living here and now as well as with preparation for adult life.

Chapters VI through VIII point to ways in which teachers and learners, the whole school, and the school and the community work together in developing the curriculum with learners. Chapter IX gives, for three different grade levels, descriptive analyses of the proposed curriculum concept in action over the period of a school year. The final chapter serves as a guide in testing the effectiveness of the curriculum in achieving its purposes.

The first draft of this volume was prepared in mimeographed form in the fall of 1945 and submitted for critical review to the schools associated with the Horace Mann-Lincoln Institute of School Experimentation. Teachers, administrators, and parents working with these schools were most generous in the suggestions and criticisms which formed the basis for the revision of the work. The present statement incorporates many of the changes recommended by the representatives of the schools of Bucks County, Pennsylvania; Charlotte, North Carolina; Denver, Colorado; Glencoe, Illinois; Kansas City, Missouri; Montgomery County, Maryland; Radford, Virginia; Springfield, Missouri; and of the Horace Mann-Lincoln School, New York City; Tuskegee Institute, Tuskegee, Alabama; West Georgia College, Carrollton, Georgia. The authors also wish to acknowledge the help received from those having special knowledge of children at various maturity levels and from those whose areas of special competence made their review of the charts pointed and significant. Appreciation is also expressed to the many others who read parts of the manuscript or helped to clarify thinking through conference and discussion.

The authors wish to thank the Schools of the City of New York for the use of the photograph from *All the Children* selected for the front end paper, and the group of students of the Fieldston School of New York City who, in the spirit of the philosophy of this volume, planned and prepared the back end paper.

THE AUTHORS

Contents

| | | |
|--|----------------------------|-----|
| Foreword | <i>Gordon N. Mackenzie</i> | v |
| Preface | | vii |
| I. Today's Challenge to Education—Some Basic Curriculum Issues 1 | | |
| The Need for Education as a Positive Social Force | | 1 |
| Curriculum Issues Need to Be Re-examined | | 3 |
| Developing a Curriculum for Modern Living | | 22 |
| II. The Nature of Our Society a Guide to Curriculum Development 25 | | |
| American Civilization and Curriculum Development | | 26 |
| Democratic Values and Curriculum Development | | 41 |
| III. The Children We Teach a Guide to Curriculum Development 48 | | |
| Children Our Greatest Resource | | 49 |
| Growth and the Learning Process a Guide to Curriculum Development | | 56 |
| IV. The Curriculum for Learners in Our Times 69 | | |
| The Challenge of Children and Youth Growing up in Our Society | | 70 |
| The Resulting Concept of Curriculum Development | | 72 |
| Characteristics of the Curriculum Developed with Learners | | 78 |
| V. The Life Situations Learners Face 95 | | |
| Basic Considerations in Making an Analysis of Persistent Life Situations | | 96 |

| | |
|---|-----|
| The Scope of Persistent Life Situations | 98 |
| Persistent Life Situations as Learners Face Them . . . | 104 |
| Persistent Life Situations in Curriculum Experiences— An Illustration | 290 |
| The Analysis of Persistent Life Situations in Use . . . | 293 |
| VI. Developing the Curriculum with Learners | 300 |
| Identifying the Situations with Which Learners Need Help | 300 |
| Selecting Curriculum Experiences | 311 |
| Guiding School Experiences | 321 |
| Developing Fundamental Skills | 347 |
| Using Organized Bodies of Subject Matter | 356 |
| Providing for General and Special Education | 362 |
| Working Under Various Types of School Organization . | 364 |
| VII. The Whole School Contributes to Curriculum Develop- ment | 367 |
| Functional Grouping of Learners | 369 |
| Programing to Meet Learners' Needs | 374 |
| Learners, Classroom Teachers, and Specialists Work To- gether | 377 |
| Articulation to Provide Continuity of Growth | 381 |
| Materials and Equipment for Maximum Growth . . . | 385 |
| Administrative Relationships for Democratic Living . | 391 |
| Evaluation an Integral Part of the Curriculum . . . | 397 |
| VIII. School and Community Work Together in Curriculum De- velopment | 406 |
| The School Needs to Understand the Community . . . | 409 |
| The School Uses the Community as a Source of Many Learnings for Children and Youth | 413 |
| School and Community Work Cooperatively in Curricu- lum Development | 419 |
| The School Plays Its Part Directly in Community Growth | 427 |
| IX. Teachers and Learners at Work | 432 |
| A Fifth Grade at Work | 433 |
| A Tenth Grade Program | 485 |
| Life in a First Grade | 510 |

CONTENTS

xiii

| | |
|---|-----|
| X. What Are the Tests the Curriculum Must Meet? . . . | 544 |
| Are the Life Situations of Learners Central in the Curriculum? | 545 |
| Do the Administration and School Organization Contribute to Maximum Growth? | 546 |
| Are School-Community Relationships Developed in the Best Interests of Learners? | 549 |
| Do Children and Youth Put Democratic Values into Action? | 551 |
| Index | 555 |

Developing a Curriculum for Modern Living

I

Today's Challenge to Education—Some Basic Curriculum Issues

/ORGANIZED EDUCATION is the greatest social "invention" of all time. Like other great inventions it may be used for good or it may be used for evil. It may foster good will, international understanding, and respect for the individual or it may build antagonisms, prevent understanding of others, or subordinate the rights of the people to those of the State. It may help individuals effectively to meet their problems of daily living or it may dwell so exclusively on the abstract that few can profit from it. There is no escaping the fact that education makes of both the individual and society something which they otherwise would not become. It builds as well as expresses a civilization. Developed constructively, it can build a civilization of responsible peoples willing and able to solve life's problems for the well-being of all.

The Need for Education as a Positive Social Force

LContemporary civilization is in a very real sense dependent upon organized education. Modern living requires an increasing range of competencies of each person. Although this is an age of specialization necessitating high vocational competence in a narrow area, this very specialization has led to discoveries and the development of products which demand new abilities and understandings on the part of the great group of citizens who use them. Even more significant is the fact that our democratic and social institutions themselves are dependent upon a greater diffusion of knowledge and

understanding. Shrinking distances mean new and complicated cultural contacts. Larger groups are involved in the work of social institutions. Peoples from all over the world need to, and do, come together to build common policies. Increased command of material power has brought a multitude of new problems. Science has been developed to the point of possible total world destruction. Institutions and individuals must understand and be willing to make the sacrifices necessary for continuing peace.

Never has the need been more urgent. At no time has it been more important for the thought and action of the individual to carry weight in the deliberations of state and national governments, in the meetings of those who most directly affect the economies of nations, and at the conference tables of the world. The problems of everyday living have never been so complex. At no period have these problems called for a wider range of information and for greater ability to see relationships and to make choices in terms of sound social and human values. At no other time has there been greater need for the education of all individuals—children, youth, and adults.

Never has the challenge to organized education been so urgent. Not only in this country, but throughout the world there is reflected a growing faith in the power of education. Society is demanding that the schools provide a challenging environment and wise guidance for the children and youth who share in today's world and will take leadership in the world of tomorrow. An imperative for educators today is the courageous acknowledgment of the school as a potent social force. It is society's challenge to education to fulfill the faith that our schools can perform this task.

Schools are now attempting to meet the challenge in varied ways. The three R's, logically organized subjects, units of work, centers of interest, core curricula, areas of living, broad fields programs, and others characterize the design of education in various schools in this country. Some learners are engaged in the study of situations of everyday living in classrooms equipped to help individuals and groups to deal with their interests and concerns. Other learners are following the topics and subjects of study outlined in a textbook. Some children and youth are concentrating on lists of spelling words and memorizing the multiplication tables; others are de-

veloping competencies in these areas through building skills as needed in dealing with daily activities. In one situation mastery of subject matter is considered the basis of preparation for adult life; in another the criterion of maturity is the ability to use content as a resource when needed. One school stresses learning from books; another aims to acquaint children and youth directly with the technological and social world in which they live.

In some situations learners are active agents in helping to plan their educational program. In others approximately the same areas of study are developed in the same manner with each successive group of learners. Some teachers hold their function to be primarily that of guide and resource person while others direct each step in the learning process. Some consider children immature beings to be protected from the responsibilities of society, some think of them as able to meet adult standards and controls, still others see them as contributing members of society, responsible in keeping with their maturity. In some communities parents and other citizens feel that they have a vital part in the educational program; in others they consider that all such questions should be left to the professional educator.

There are marked contrasts between schools and in some cases even within the same school. Each program has been planned with the intent of helping children and youth lead satisfying personal lives while they take a responsible part in making the world a better place in which to live. Such widely divergent practices, however, cannot be equally significant in realizing this goal. The situation is one of confusion and even of conflict.

Curriculum Issues Need to Be Re-examined

Within the range of curriculum practices significant advances have been made. Many of today's schools have educational programs which are making important contributions to the total development of children and youth. Others have distinctive and promising single features. But mingled with these are content and procedures established to meet the needs of other times. Current practices indicate widely varied solutions to every major curriculum issue. If the school is to make a maximum contribution as a

positive social force there must be careful reconsideration of point of view and practice. There is need for a re-design of education which will function effectively in the lives of all boys and girls. Basic curriculum issues need to be re-examined.

Clear-cut and definitive positions with regard to curriculum issues are all too seldom in evidence when practice is examined. What is actually being done in our schools frequently represents a compromise or merging of points of view, often without any clear identification of the issue which underlies. There may be merely tradition and an accumulation of procedures, the implications of which have never been clearly thought through. While the discussion which follows attempts to highlight practices and clarify differences in points of view, it cannot indicate the complete picture of the many variations in practice and underlying theory which actually exist. A study of schools in action, however, serves to point to some of the major curriculum issues which must be faced. Although each issue discussed in the sections which follow is treated separately, it will be recognized that in actual practice all operate together. The position taken with regard to any major issue influences the decisions made in relation to all the others.

What Shall Be the Source and Nature of School Experiences?

This is a fundamental issue in the building of any educational program. The answers given to such questions as the following help to determine the kind of educational force the school will be: For what areas of growth should the school provide; should the school deal with controversial issues; to what extent should the learners' purposes, interests, and needs give guidance in the choice of their experiences; what should be the relation of adult and childhood experiences; what is the place of organized subject matter, the place of the skills; how much should be first-hand experience, how much vicarious? (By John Dewey)

In today's schools these questions are answered in a variety of ways. One tenth grade group is studying constitutional government through the proposed revision of the constitution of its state, using historical background as needed. Another tenth grade is becoming acquainted with constitutional government through the

chronological sequence of American history, a subject required of all students in this year. A group of third graders is beginning the school year with a study of wells, pumps, drills, and the source of water—questions raised because a new well is being drilled on the farm next to the school. A fifth grade in another rural school is studying about the use of water power, although the children do not live in a region which depends upon this source of energy. The near-by experiments in crop rotation will not be investigated by this class as this topic is assigned by the course of study to the eighth grade. A second grader wants to talk about the baby expected in his home, but his comments are avoided as sex education in that community is an area for which the home is supposed to assume complete responsibility. The comments of a high school group regarding the right to use government funds for low-cost housing projects are also treated casually because this is a controversial issue in a community made up largely of owners of private capital. One city provides a program rich in art and music. Another sees these areas as important only as they contribute to the units of work developed in connection with the social studies. In one school a definite proportion of time is assigned to direct teaching of the fundamental skills, the work being selected on the basis of analyses of the techniques which are most frequently needed by adults. In another, skills are developed in relation to the activities of learners in and out of school. The techniques stressed are those the children actually need for their present activities. The staff of an elementary school has built its work in social studies entirely around the lives of early peoples—the Indians, Greeks and Romans, medieval peoples, colonial life in America—believing that the less complex social structures of these groups are more easily understood by young children. Another elementary school staff has made a contrary decision, believing that children can better understand the somewhat more complex structure of their own society with which they have direct contact.

Teachers carrying on these varied practices are working in terms of equally varied educational points of view. As the school assumes greater responsibility as a positive social force, it becomes important to re-appraise the bases upon which choices have been made.

Much has been said about providing for the learner's total

growth and development. How much of this should be undertaken directly by the school? A survey of practices today shows that some educators believe that the all-round growth of the learner is the responsibility of the school and that provision should be made within the school for experiences in all aspects of living regardless of what is being done in home and community. Others believe the school should provide primarily for those experiences not adequately taken care of through the work of other community educational institutions. Still others hold that certain functions—chiefly the development of intellectual power—are peculiar to the school and that its work is best done when it is limited to those areas indicated by the selected functions. Yet another group feels that the school must vary its functions to make the best use of community resources. This group recognizes that at times the school will carry full responsibility, at others it will be a coordinating agent, and at still others it will contribute only in an advisory capacity as requested or as the study of the learner indicates need for cooperative efforts. Under which of these points of view is the most effective total growth most likely to result?

All educators recognize the need for school experiences which will develop individuals able to take a responsible place in our society. Yet some educators hold that these experiences should stem directly and wholly from the expressed needs and interests of the learners; others would start with these needs but would assume responsibility for pointing up new needs, developing new interests, and widening understandings; while a third group sees in the learner's immaturity little to give guidance in the selection of experiences and make this almost entirely the responsibility of the adults guiding his education. And there are points of view in between these three major positions. Frequently the activities of one group of children reflect several of these points of view, each giving direction to certain aspects of the program. In one class children's efforts toward creative expression may be given relatively little guidance of any sort, the entire experience being bounded by their interests and by their decisions as to how best to follow them up. The social studies program of the same class may start with learners' problems but provide for definite guidance—the teacher feeling it his responsibility to help the group to see new avenues of exploration and

possible interrelationships. The activities of the same children in spelling and arithmetic may follow the exact sequence of the prescribed textbook with almost no regard for the words the youngsters are trying to write or the computations they need to make in their everyday home and school activities.

These positions indicate different concepts of the relation of adult and childhood experiences. Some see the school as an institution for building basic skills and understandings which will prepare children and youth for adult life. Others see the experiences of the two groups as distinct and separate and feel that the best contribution to growth is made by helping children to deal with their own problems with little or no regard for the adult problems to which they might be related. Yet another group sees many problems of common concern to children and adults and encourages childhood-adult cooperation as it is appropriate. How many of the life situations in which all citizens must be competent will be encompassed by the expressed needs and immediate concerns of learners? How best can the insight of mature adults into these situations be used to ensure needed growth without imposing experiences in which learners can find little meaning? From what sources are there likely to come the experiences which will best lead to the understandings, attitudes, and skills needed by children and youth in making their full and appropriate contribution to society at each stage of development? Questions such as these need further consideration in the light of the demands of the present.

The extent to which the experiences shall be vicarious or first-hand is also a matter of differing opinion. Points of view range from the belief that only learning geared to first-hand experience has desirable educational effects to the theory that vicarious experience is adequate even when it uses symbolism quite unrelated to everyday life. A position between these two extremes centers on how the symbolism of vicarious experience can be made meaningful for children and youth. Our democracy calls for increasing ability to understand other peoples. Shall learners have experiences only in terms of lands and peoples with whom they have or can come in contact? How adequate will the learnings be if they enter upon an intensive study of a land so different from their own that they have practically no basis for comparison? How can the

symbolism of language, art forms, and other media be used so that children and youth can explore effectively the world beyond their immediate present?

There is no question in any teacher's mind that children and youth need facts if they are to meet the problems of today's world. Yet how best to open to them the accumulated heritage of the race is a matter of conflicting opinion. Subject matter is considered by some to be a body of materials important in its own right and to be studied as organized by specialists in the given field. Others conceive it as a resource to be drawn upon from time to time and at those points which have a bearing on the problem being studied. The latter position places major emphasis upon helping children and youth learn how to use subject matter as it makes a contribution to their problems, on the assumption that the variety of situations faced will ensure sufficient breadth of understanding. For some educators, study of the past has a major place in the curriculum and is held to be of value in building backgrounds. For others, the past is considered of merit mainly as it helps in an understanding of trends and movements. For still others the past is considered as having perspective but not necessarily solution value, and learners are helped to discover and use only such parts of the race experience as contribute directly to the problems faced by them in their everyday living. Under which of these positions, or what combination of them, will learners be best equipped to use knowledge functionally in daily living? Which will develop citizens able to use the understandings derived from past experiences in meeting new and changing conditions? Which will best help learners to build the understandings and values that are essential to a world at peace?

Teachers also recognize the importance of effective use of such intellectual tools as language, reading, and computing. However, translated into practice, the skills are variously conceived as those to be developed for immediate use and those to be developed for later use; as being dealt with when the learner sees or can be helped to see their need; as being developed when adults who have studied problems of skill development have indicated that the learner is capable of mastering the given skill; as being built through separate drill periods; as developing through use in a variety of situa-

tions. These varied practices cannot be equally significant in achieving desired educational goals. There is obvious need for a re-thinking of the nature and source of educational experiences in the building of skills as well as of those primarily directed toward understandings and values.

How Shall Curriculum Experiences Be Organized?

The experiences selected, in and of themselves, determine in some degree the way in which the curriculum shall be organized. But attention must be given to such questions as: To what extent can the school realize its full function when the curriculum is organized by subjects, in a core or a broad fields program, through a unified or integrated program; how shall the sequence of learning experiences be determined?

Again practices vary widely. The curriculum of the high school in Community Y is one where history, mathematics, Latin, French, English, science, art, music, and other fields of human knowledge are studied through separate courses. College preparatory students must elect courses to provide balance between natural sciences, social sciences, language, English, mathematics. For the non-college group, typewriting, home economics, vocational education are offered. Latitude is allowed within each area for the introduction of current materials bearing upon it, but the sequence of experiences follows the traditional organization of the separate subjects. The elementary schools of this community, on the other hand, have self-contained classrooms in which teacher and children work on a variety of problems of concern to individuals or groups and draw upon one, several, or all fields of human knowledge as needed. In the high school of another community a core program draws primarily upon the subject matter of the social studies, English, and art. In the high school of still another community the core program draws upon subject matter from any field as it contributes to the solution of problems selected as basic to the needs of all learners. In both schools other periods give opportunity to meet individual needs and interests through elective courses and through studio and workshop activities. In one elementary school history and geography are combined in the social studies; oral and written

composition make up the language arts; while reading, science, health, arithmetic, and other subject areas remain separate studies. The sequence of experiences in each area is determined by the probable difficulty of the subject matter. In contrast to the curriculum of this elementary school, in the program developed in an adjoining community all the work of a given day centers on one problem, unit, or central theme and each subject area in turn deals with some aspect of the unit.

The points of view which lie back of these practices are partially indicated by the illustrations. Educators who feel that one of the most important contributions to learners' growth comes through building extended acquaintance with each subject matter area tend to organize curriculum experiences by subjects. Those who place more emphasis upon growth in ability to bring related information from several areas to bear on a problem tend to move toward an organization around broad fields, a core, or a completely integrated program.

Teachers must also decide what sequence of learning experiences will make for the greatest positive growth. In the cases where choices are made in terms of the usual subjects of study, the sequence of experiences is based largely upon the increasing difficulty of the subject matter. Continuity and coherence, in this approach, lie within the individual subject. In the cases where choices are made in terms of problems of everyday living, continuity is conceived as residing in the development and extension of understandings and generalizations. The sequence of experiences in the study of a problem, and the sequence of problems studied, are determined by the nature of the problem and the learner's understanding of it. Continuity lies within the learner as he sees relationships between experiences and is helped to use the generalizations arrived at through one experience in meeting another.

Through all the variations of theory and practice runs the common desire to discover some organization and sequence of activities which will, in the end, make for the richest and the best-rounded education for children and youth. When have we come closest to achieving it? How can needed breadth of experiences be assured if the organizing element lies with the concerns of a particular group? How can we prevent imposing experiences for which

learners are not ready if the organizing element lies in the pattern of the traditional subject of study, of areas of living faced by all individuals, or in some other pattern built around adult human needs? There is need for further study of the sequence and organization of curriculum experiences which will best guarantee that learners will grow in the competencies, understandings, and attitudes needed to meet effectively the problems of daily living which they are now facing and must continue to face in increasingly complex forms.

*Toward What Knowledges, Understandings,
and Skills Shall Experiences Be Directed?*

All teachers work in terms of certain over-all educational purposes and values which give direction to the work of the school. But a decided dichotomy exists in educational practice in relation to determining more specific goals for the guidance of learners. Some teachers feel that the democratic values we hold—emphasizing as they do freedom to act on thinking and respect for the unique personality of each individual—mean that the knowledges, understandings, and skills needed by learners can be determined only in the process of helping them develop experiences selected in terms of their purposes and problems. Others would indicate these understandings and skills in advance and would select and organize experiences in the light of these clearly defined objectives. Which-ever position is taken, the teacher must consider such questions as the following: What emphasis should be placed upon specific knowledges and skills as over against satisfactory methods of work; to what extent is emphasis to be placed upon how to think rather than what to think; what should be the balance between pertinent facts and basic concepts and generalizations drawn from the study of these facts; what are the understandings and abilities needed by children, youth, and adults in our society, with its characteristics of change and interdependence?

In some schools there will be found drill periods in the common skills; page-by-page study of workbooks; exact and sequential following of arithmetic and other texts in order to develop facts and skills judged by experts to be needed for adult living; recitation periods aptly named because they consist of re-citing what has been

studied from text or other source. In other schools only such parts of workbooks are used as give help and drill on the particular skill which the learner needs at the time; textbooks are used as reference books; class discussions center around the making of plans and the exchange of ideas. Some schools give attention mainly to the skills of computing, speaking and writing correctly, reading accurately and with needed speed. Others are equally concerned with listening skills, accurate and intelligent observation, techniques of effective group discussion, and social competencies. In some schools instruments of evaluation of pupil growth are primarily tests designed to check knowledge and skills. In others evaluation includes the use of anecdotal and other cumulative records, day-by-day observation of the ways in which learners deal with the varied problems they face, and oral and written examinations calling for judgments regarding stated situations and the reasons for the positions taken.

Again variation in practice is great. What will be the nature and quality of growth of learners working under the various programs? Which of the children and youth in the preceding groups will have the understandings and abilities needed to take a responsible part in a cooperative world? Will it be those working with teachers who emphasize the knowledges and skills of the basic studies or with teachers who feel that effective methods of work, problem-solving techniques, knowledge of where to get information and how to use resources are the essential competencies in our changing society? Will it be the learners whose teachers stress basic concepts and generalizations as the essentials in meeting new and different situations? Will it be children and youth guided by teachers who feel that it is a primary responsibility to acquaint them with facts and develop skills in the major fields of human knowledge, or those whose teachers also see need for growth in social competencies and the understandings and skills basic to working with other individuals and groups? Will it be children and youth who have learned to evaluate their own growth, with the teacher helping them to develop criteria for evaluation, or those who are evaluated in terms of tests and examinations decided primarily to check knowledges and skills? Which of these emphases or what combination of them is to be desired?

How Guide the Development of Curriculum Experiences?

The goals actually realized as a result of school experiences are conditioned by the degree to which the guidance of these experiences takes account of the nature of children and youth and the way in which learning takes place. In terms of the findings of child development the teacher who is guiding curriculum experiences faces such questions as: What is the role of the purpose or purposes of the individual learner, of group purposes; how far shall learners share in the selection and planning of experiences; what characterizes the environment that makes a maximum contribution to learning?

A quick survey of children and teachers at work in one school may show the following learning situations: One group seated in rows, each member with his own notebook and text, is watching a laboratory demonstration in electricity given by the teacher; another science class is in the auditorium where its members are setting up footlights, floodlights, and a system of bells for an assembly program, the teacher consulting with each group as help is needed; a third group is working on contracts or work sheets prepared by the teacher and outlining questions to be answered and sources to be consulted; a fourth is questioning the police officer who is meeting with its members at their request, the problems they are raising being the result of several days of cooperative work; another class is answering questions asked by the teacher about the section of the textbook assigned the previous day; while still another is reading paragraphs from the textbook aloud and then answering the teacher's questions about what has just been read.

The rooms themselves vary in appearance. In a sixth grade, one bulletin board shows samples of perfect spelling and arithmetic papers, another contains a very artistic display of pictures arranged by the teacher, an exhibit borrowed from the town museum is set up behind glassed-in cupboard doors, and books are arranged on the bookshelves by sets. Across the hall in the fifth grade room a number of books are on a table sorted in piles related to various aspects of the work in progress; a museum corner has a collection of nests, cocoons, stones, shells, and other objects brought in by chil-

dren; on the bulletin boards are a letter from an absent classmate, several lists of classroom workers, part of a long-term plan indicating next steps in one of the problems being studied by the group, and a large notice labeled, "If you want to help the lunchroom committee, sign here."

Conversation with children brings widely varied responses about the work they are doing and their part in it—the child who meets visitors and explains the various activities of his group; the child or youth who explains the particular piece of work he is engaged in and who clearly states what he is working toward, how he plans to carry the work forward, and why it is essential to do the things he has set out to accomplish; the child or youth who indicates he was told to do the work "this way" and "the teacher will tell us what to do next."

What is each of these individuals and groups learning as a result of the guidance given and the learning environment in which they find themselves? Perhaps in no other aspect of curriculum development do present practices represent such a confused mingling of procedures. Some are based on recent experimentation and others have lingered long after the research from which they grew was supplanted. Perhaps in no other area has there been greater divergence of position on how best to translate research findings into practice.

The illustrations of classes in action indicate different positions regarding the importance of the learner's purpose. One point of view holds that the learner can become interested in any experience if "attractively" presented, another states that the individual learns only those things in a situation which have real meaning for him, while still another believes that he learns equally well if he understands the teacher's purpose and follows it. Among teachers who select and develop experiences in terms of the learner's purposes, there are those who believe all learning must stay close to the original purposes recognized by the learner. On the other hand, there are those who hold that the teacher must sense and help the learner with purposes which are real to him but which he cannot identify at the time.

Classroom practices also point to differences in thinking as to the relative effectiveness of "verbalizing" and "doing." There are

teachers who hold that real learning calls for overt action and they exclude certain experiences, such as the study of graft in local government, because learners can do nothing directly about them. Between this position and that of mere verbalization is one which points to active learning through the use of intellectual processes, through reflecting on situations in a way to develop basic understandings and to clarify the process of thinking that lies back of intelligent action. These differences in point of view raise the question of how best to develop attitudes and understandings that lead to intelligent action.

Still other practices raise the question of how far the school environment and the atmosphere in the classroom affect learnings of which the teacher may not even be aware. Those who believe that the influence may be great endeavor to evaluate every aspect of the program as it affects the learner. Those who do not, concern themselves mainly with direct teaching in the classroom.

A closely related problem is the extent to which the learner should be an active agent in the planning and development of the learning experience. One point of view sees the learner active in following directions, in carrying out the plans developed by the adults who are guiding him, and in noticing and reacting to an environment developed by the same adults. The opposite position believes that for maximum learning value the learner himself must be the active agent in cooperatively planning the work, in determining and developing the environment which will facilitate carrying out the activity. In a world in which individuals must work together, in which technological advance makes for rapid change, and in which a scientific approach to the solution of problems is vital, how important is it that learners share in the planning of their experiences? How can a balance be achieved which makes for maximum use of the maturity and insight of the teacher while at the same time it provides for the benefits which come when the learner is active in expressing his purposes and helping plan the work?

At a time when it is crucial for the school to make a maximum contribution to the development of learners there needs to be careful appraisal of the effectiveness with which we are applying the best we know about children and youth, the way they grow and the way they learn.

What Differentiation Is Needed in a Curriculum Which Provides for All Pupils?

Within any school group there are individuals with differing backgrounds of experience and ability. How to provide for differences in interest, need, and ability within experiences of common concern, how to provide adequately for special interests and abilities, how to relate the demands of general and special education are some of the questions that arise. How do present practices answer these questions? It is reading time. A seven-year-old is struggling through a passage in the second reader and four other second graders look at their books as the teacher prompts this seeming "slow learner" while he repeats disconnected words about children in a faraway land. It is "reading time" in another primary grade and the children in the reading group are discussing the story which they have read silently. The teacher has helped each child with difficult words as he indicated the need and has kept a list from which to plan future individual practice. A junior high school class studying conservation is working on individual notebooks, each built around the same general topics, each with the same collection of facts and pictures. Another class has broken into small interest groups, each of which will expand one aspect of the subject in line with the best judgment and the abilities of its members.

Children in one school are required to repeat a grade if they do not meet certain standards on objective tests. In this school it is not unusual to find some who are two, three, or even four years older than the rest of the group laboriously struggling with work that they "took" in practically the same sequence a year ago. Another school boasts that a child is never held back, and learners, regardless of maturity, interests, or needs move on automatically with others who happen to be the same chronological age. In a third situation conferences of all concerned are held regularly to consider the needs of children who, for any reason, find it difficult to adjust and recommendations regarding each youngster are made in the light of all available evidence.

In one art studio members of the senior class are apportioning work on the scenery for their play in terms of the abilities of the

group. In a neighboring school all special work in art, such as school posters, advertisements, yearbook format and designs, is done by the children in the school who have special abilities in this area. Aesthetic experiences in one high school are provided primarily through a club program. Club tryouts are held and evidence of ability is demonstrated before membership is permitted in the school chorus, the dramatic club, or the art club. There is no opportunity for shop and related activities in this school. That some of the youth have interests and abilities in this area is suggested by their out-of-school activities in the basement shop of the father of one of the boys.

In the high schools of one city there are parallel curricula for academic and vocational studies. Students enrolled in the latter curriculum are not named on the honor roll of the school unless they carry four additional academic subjects and students with less than 100 I.Q. are those advised to enroll in the vocational sequence. In some larger school systems there is a separate vocational school. In other places junior high schools give all youth some contact with a wide variety of vocational subjects. In both elementary and secondary schools there are many different solutions to the problem of providing for individual differences, to determining the nature, extent and placement of the program given to general and to special education.

The underlying social and psychological points of view of the above practices need to be re-examined in the light of the demands of our modern world. There are those who believe the individual should learn to subordinate his interests and concerns to the purposes of the group. And there are those who hold that individual interests and needs should be stressed. Some would foster these interests with a minimum regard for the group, while others would sponsor their development only when they do not interfere with the good of the group. What balance between these positions will result in individuals able to make a maximum contribution both to their own welfare and to the society of which they are a part?

How to meet individual needs is as important a problem as the extent to which they should be met. Some educators would build the curriculum largely around individual jobs and activities as demonstrated in the use of contracts and individual progression

through textbook or workbook. Other educators would provide for the individual within the activity of the group. Still others would allocate distinct parts of the program to individual and to group activities.

Varied points of view also underlie the positions held regarding the place of general and special education in the curriculum and the place and nature of vocational education. One position argues that good general education takes care of specialization within its framework; another, that all education to a point in the educational ladder, such as the secondary school, should be general with specialization following this indicated point; still another, that general and special education should go on in parallel fashion with decreasing emphasis upon common study and a concurrent increasing emphasis upon specialization. Re-examination of these procedures and an adequate solution to this problem become urgent in a world which demands both a wider range of general competence and understanding of all of its citizens and a higher degree of specialization from most individuals.

What Is the Role and Responsibility of the School with Respect to Other Educative Institutions?

The school is only one source of educative experience. The home, the church, the street, the movie, the newspaper, and a host of other institutions also educate with resulting positive or negative social change. This points to a final issue. What determines the role of organized education in the process of social change? Who determines this role and who contributes to the making of the school curriculum? How can organized education work most effectively with other institutions in the interests of children and youth and needed change?

In one school teachers and learners freely discuss social issues and are encouraged to explore the meaning and implications of local and national problems and concerns. In another school teachers are advised not to discuss the local strike, in which some of the parents of the children are participating. In other situations teachers are unwilling to discuss controversial issues or are advised not to give their own position on such issues.

One school provides an extended extracurricular program quite

apart from similar activities of church and other community groups. Representatives of the student council of another school are meeting with those from other youth groups to complete plans for a recreational center. The schools in a mining town in which there are few other organized activities for children and youth provide a year-round educational program. Community needs are also recognized in Community A, where the schools close during the early fall and teachers and children help with the fruit crop. In Community B the school program runs from September to mid-June, when the building is closed for the summer months. The latter schools are closed each evening at four o'clock, while in those of an adjoining community an expanded staff provides a recreational program after school and a variety of evening activities in which children and adults may work together.

Parent and other lay participation in school activities varies from virtually no contact with the school, occasional carefully planned open-house activities or support of school teams, to very active cooperation which may involve special advisory councils, responsibility for helping to teach special arts and crafts, free home and school intervisitation, joint decisions on curriculum problems, and the like.

School participation in community affairs may, in some cases, be limited to excursions and the contacts needed to provide first-hand information about the work studied in school. In other schools teacher and pupil contacts with the community extend little beyond the classroom. Children and youth, as well as teachers, in still other situations are active in community councils and their advice and help are freely sought in the areas of their competence. Under which circumstances is there most likely to develop a curriculum which coordinates the efforts of home, school, and community toward maximum growth?

Different points of view in relation to school-community practices help to determine who plans the curriculum. Positions range from that which places major responsibility on the educational profession to that which makes the school the agent of the community, with lay groups chiefly responsible for planning the curriculum. Within these two extremes are the educators who believe that the development of the curriculum is a cooperative undertak-

ing of teachers, children, parents, and other citizens, with teachers contributing the special competence of their profession.

The foregoing are major curriculum issues and problems as yet unresolved. The ends sought may be common, but actual practice shows widely varied implementation. To guide curriculum development effectively, teachers and others must give serious study to such factors as:

Source and Nature of School Experience—The Role of the School in Society

For what areas of growth should the school provide? Is the school responsible for all aspects of the learner's development?

Is it the primary function of the school to transmit the culture for the purpose of helping the learner to become informed? What is the responsibility of the school for bringing about needed change in the culture?

Should the school deal with controversial issues? Is it primarily the function of the school to transmit knowledges about these issues? Will these issues be dealt with to the point of action on the part of individuals and groups?

To what extent should the learners' purposes, interests, and needs govern the choice of experiences to be included in the curriculum? How give attention to the interests and needs of learners and at the same time take maximum advantage of the cultural heritage?

To what extent should the experiences included in the curriculum be direct and first-hand? To what extent should vicarious experiences be included? What factors govern a desirable balance of experiences?

Internal Organization of the Curriculum

Shall the organization of the curriculum be based upon emergent experience, upon the traditional organization of subjects, upon a unified or integrated program based on problems in various areas of living?

How can needed breadth of experience be assured if the organizing element lies with the concerns of learners?

How prevent imposing experiences for which learners are not ready, if the organizing element lies in the pattern of the traditional subject of study, of areas of living faced by all individuals, or in some other pattern built around adult needs?

How, through the sequence of experiences, provide for helping the learner to see the relationships between the various phases of an experience and among varied experiences?

Understandings and Abilities Toward Which Experiences Shall Be Directed

What are the understandings and abilities needed in our society by children, youth, and adults?

To what extent is emphasis to be placed upon specific knowledges and skills in the major fields of human knowledge, upon understandings and skills basic to working with other individuals and groups, upon satisfactory methods of work, upon how to think?

What is the relationship between facts and generalizations?

Guiding the Development of Curriculum Experiences

What is the role of the purpose or purposes of the individual learner, of group purposes?

In what way shall learners share in the selection and planning of experiences? How can a balance be achieved which makes for maximum use of the maturity and insight of the teacher while at the same time providing for the benefits which come when the learner himself is an active agent in cooperatively planning the work?

What characterizes the environment that makes a maximum contribution to learning?

How can adjustments be made to the demands of the learner's own nature? How provide for differences in need, interest, and ability within experiences of common concern? How provide adequately for special interests and abilities? How relate the demands of general and special education?

How develop attitudes and understandings that lead to intelligent action (action not to exclude intellectual effort)?

Interrelationships Between the School and Other Educative Institutions

Who should determine the role of organized education? Who should contribute to the making of the school curriculum?

How can the school work most effectively with other institutions in the interests of children and youth and needed change?

Developing a Curriculum for Modern Living

Each situation is unique and presents its unique problems to the educators who work in it. Uniformity of practice does not provide the answer for situations as varied as those which can be found in different parts of the United States. In one school children are driven to the door by uniformed chauffeurs; in another they walk blocks through heavy traffic; and in still another they trudge two or three miles along country roads. Some come from homes which provide a wealth of experience; others from homes where books, radios, magazines are practically unknown. Some have traveled widely; others have visited the near-by town only once or twice a year. In one community, home, church, and club all guide toward the same democratic values; in another, neighborhood gangs and the thrills of evading the law set the tone. Such marked contrasts merely emphasize the need for continued study of the degree to which a sound and consistent position on educational issues is being reflected in over-all curriculum development and in the translation of that curriculum theory into classroom practice.

All theories and their practices cannot lead equally to the kind of growth desired. What is happening to children and youth who in one situation are setting up a school bank to serve both the young people of the school and the adults of the rural community and in another are trying to follow directions given by a teacher as they memorize the chronology of the Civil War; children who in one situation are expressing judgments and comparing the opinions of various authorities on problems with which they, as a class, are concerned and in another are studying the ideas of a single author about the problems which were of sufficient concern to him to be included in his text; children and youth who in one situation are sharing in decisions as to the selection of problems they will study and in another are being told that the year's work must follow the local course of study? What is happening to these learners as they move from one grade to the next, or in the course of a day go from one teacher to another in a departmentalized program? What are they really learning? How much of this learning contributes to and how much of it negates the development of desired democratic

values? To what extent is learning in one situation actually being canceled by what is going on in another? Even within a single classroom how many of the day's activities reflect contradictory points of view?

Any educational program represents a choice from among many alternatives. To justify society's faith in education, the choice must be based on a careful study of the learner in the world in which he lives, of the values of society as related to those of the individual. Back of all curriculum issues lies the determination of an adequate basis for relating these two underlying sources of curriculum direction: the child—his nature and needs and the way he learns; and the society of which he is a part—its goals and values and the kind of citizens it needs.

The problem is not new. All curriculum proposals have faced it. Some have given major attention to the needs of the learner, others have focused on the needs of society, still others have varied the emphasis on the two factors in developing different parts of the curriculum. This variation in emphasis perhaps best characterizes the American educational system. Opportunities of many types have been added to programs during the years of educational expansion. While the significance of these curriculum changes is not to be minimized, development has been so rapid that there has not been a corresponding process of synthesis of the many parts into a related whole in terms of central purposes and general principles.

This study is an attempt to take a look at the curriculum *as a whole*. Its focus is upon curriculum design and how that design may be put into practice. Its concern is with determining general principles of curriculum development which recognize the importance of relating child needs to those of society and with outlining suggestions as to the implications of this relationship for the curriculum. Its method is that of cooperative group thinking. It represents the efforts of a group of teachers working together. Many of the implications of the suggestions offered will be fully realized only when they can be tested in practice. It is published in the hope that it will give practical help to all those—teachers, parents, social workers, and others—interested in the all-round development of children and youth; that it will stimulate some to test the suggestions in action; and that it will be a challenge to extended study of

the problem and will lead to experimentation and research which will throw further light on curriculum issues.

America has a major role to play in the world of tomorrow. If it plays that role well it will be because we have learned to engineer human relations as effectively as we have learned to engineer production, distribution, and transportation. If it plays that role well it will be because we have effectively related human and material engineering. The school has an important part in shaping the thinking of the young and in preparing them to take their places in new world relationships. To do the job the school must be prepared to study every learner carefully, help him find his capabilities and talents, and then provide experiences which will help him to develop toward maximum effectiveness in a democratic industrial civilization.

Curriculum improvement must become a major obligation of every educator and of many lay persons if we are to build the kind of educational program that will fit young people to take their places in our society with satisfaction to themselves and with loyalty to democratic ideals and institutions.

READINGS

- BERKSON, I. B. *Education Faces the Future*. New York: Harper & Brothers, 1943.
- CASWELL, H. L. *Education in the Elementary School*. Chapter I. New York: American Book Company, 1942.
- CONFERENCE ON THE SCIENTIFIC SPIRIT AND DEMOCRATIC FAITH. *The Authoritarian Attempt to Capture Education*. New York: Kings Crown Press, 1945.
- DEWEY, JOHN. *Experience and Education*. New York: The Macmillan Company, 1938.
- HOPKINS, L. T. *Interaction: The Democratic Process*. Boston: D. C. Heath Company, 1941.
- JOHN DEWEY SOCIETY. Eighth Yearbook. *The American High School*. Chapter I. New York: Harper & Brothers, 1946.
- LEONARD, J. P. *Developing the Secondary School Curriculum*. Chapters III, IV, VIII. New York: Rinehart & Company, 1946.
- THAYER, V. T. *American Education Under Fire*. New York: Harper & Brothers, 1944.

II

The Nature of Our Society a Guide to Curriculum Development

SKYSCRAPERS and busy harbors; broad avenues and narrow business streets; well-dressed people going to business and school, to libraries, theaters, or shops—it is what skyline photography has taught the world to recognize as a thriving American city. Factories with black clouds of smoke; dingy tenements; children hurrying or loitering on narrow streets, many of the older going to the factories, the younger to smoke-darkened schools—it is the same American city but a view rarely photographed.

Single houses and small apartments, some bright with new paint, some shabby; homes reflecting individual taste, and rows of company houses all of the same pattern; chain stores and small businesses; public and private schools; churches of many denominations; on the other side of the tracks the Polish towns and Italian sections, Chinatowns and Mexican quarters—it is a composite of an American town.

In-between is the open country—wheat fields and truck gardens; farms with tools unchanged since colonial days and farms completely mechanized; some lands wasted by careless generations and some saved by great engineering experiments.

Large city and small; town and village; the industrial, the commercial, the largely residential; compact or sprawling, beautiful or ugly, prosperous or poverty-stricken, different in mores and in function and contribution to national life—they are all American.

These are but a few of the contrasts in our society. Yet out of these many environments must come the citizens who mold the

America of today and tomorrow. Underlying these apparent contrasts are fundamental similarities—in problems to be faced and values needed—which should give direction to the curricula for all American youth. What are the characteristics of our society which must be recognized by those developing the curriculum? With what problems will young people have to cope? What competencies and understandings are they likely to need? What values must they live by as they share with others the task of building our country and our world? What guides does an analysis of our civilization give those who are concerned about the educational experience of children and youth? ¹

American Civilization and Curriculum Development

Coloring all aspects of our society is the industrial age into which the whole world is rapidly moving. Wherever a community may be located, whatever the material conditions and the composition of its people, there are signs of the changes being brought about by our industrial civilization and the problems which inevitably accompany such vast changes. Factory smokestacks, power plants, power-driven agricultural machinery, and other multiple evidences of technological development are everywhere. Our civilization is being reshaped in an age of power. America is committed to science and technology.

Tomorrow's youth must be able to manage a machine era as effectively as the pioneer conquered the wilderness. He travels by plane. With the flick of a button, news from all corners of the globe is at his hand. Power lines stretch to him in isolated areas. Whether on farm or in factory he works with power-driven tools. Household tasks are lightened by electric mixers, vacuum cleaners, and a variety of frozen and prepared foods. Back of all this lies the experimental laboratory. Medical science is discovering new ways of protecting health and new cures for disease. Synthetics are being developed to replace raw materials secured from other countries.

¹ The brief analysis in this chapter should be supplemented by a study of "Education and the Promise of America," a companion volume written by George S. Counts and the Committee on Social Foundations of the Horace Mann-Lincoln Institute of School Experimentation. New York: Teachers College, Columbia University, 1944. (Mimeographed.)

Now an age of atomic energy promises changes beyond anything man has conceived. What is the effect upon the problems which we face and the values we hold?

*Industrial Civilization Has Altered
the Traditional Pattern and Conception
of Our Economy*

As a result of the machine age, the pattern of American economy is changing. One of the most obvious changes that has come about in our industrial economy is the preponderance of power wielded by organized economic groups as compared with the economic power of the individual. Although small business enterprises still exist in great number, economic power tends to be concentrated in few hands. In big business the corporation is now the dominant form of economic organization. With the passing of the self-sustaining farm and the closing of the frontier went the validity of the philosophy of laissez faire. Yet there remain divided opinion and heated controversy regarding the extent and kind of government participation in our economic life.

In the last hundred years technology has plunged far ahead of social and economic thinking. Man learned to manipulate machines, to build factories, to construct bridges, and to conquer space. He conceived the idea of mass production and of the assembly line. But he failed to use these instruments and forces in a way that would bring security to all men. Depressions increased in frequency and intensity. Doubts were expressed as to whether minds which could conceive television or construct a skyscraper would also be capable of designing an economy wherein all free men could earn a living. The war years have demonstrated that we can produce far more than the economists of previous decades thought possible. These years have also shown that it takes the vision, skill, and ingenuity of all Americans planning and cooperating in terms of a common purpose to do the job. Will we find an equally compelling goal for peacetime?

To do this will require men with far greater civic and economic competence than that possessed by the average American today. Yet man surely has the ability to understand the ways by which he makes a living and governs himself. The economics of interde-

pendence, adequate wages, fair prices, and collective bargaining, on which he operates from day to day, cannot be completely beyond his grasp. Understanding the necessity for planning and cooperation for today is no more difficult than understanding the causes of the Punic Wars or the results of the War of 1812.

In every community there is a reservoir of vital sources from which teachers can draw to help children and youth to obtain economic and civic competence. In Pelham Corners there is news of a new co-op; in Plainsville a slow-down in the chief manufacturing plant; in Brown City a strike; in Blairtown the election of councilmen. In John's home, father wants a raise in wages; mother complains that the sales tax is too high; there is a shortage of coal; Mary is trying to decide whether to become a nurse or an industrial chemist. The morning paper tells of a bumper wheat crop but also of starvation in parts of Europe; of the values of a proposed Fair Employment Practices Act; of dispute between two unions; of action of pressure groups on Congress; of appointment of new government officials.

In a small manufacturing town, the workers are out on strike. Pickets march up and down in front of the factory buildings. Fathers are at home all day. Schools remain open and one would expect them to help children who are trying to understand what is happening all around them. How will this need be met? Will the problems of collective bargaining be considered a controversial issue not to be discussed in school? Will little children, whose need may be primarily for one source of security in an environment suddenly torn by strife, be encouraged to give opinions on issues which they do not have the maturity to understand or to spend hours investigating the reasons back of the establishment of such institutions as the labor union and the historic origin of such weapons as the strike? Are there comparisons that they can understand between the steps being taken by employers and workers to reach an agreement and the ways in which they, the pupils, decide the issues which arise as they help to manage their own school life? Will youth who are more mature be given sound guidance in exploring objectively some of the possibilities as well as the dangers in collective action, in organizations of working people and associations of employer groups?

These vital personal concerns and social tensions need to find their appropriate place in school activities. The curriculum problem lies in deciding what that appropriate place should be. Children and youth of different maturities and backgrounds bring varied insight to the exciting experiences and everyday concerns of family and community life. Likewise the experiences themselves have very different meanings for the various learners. The answer cannot be the simple recommendation that each problem be studied in detail by all learners. Nor can guidance, in any area of real concern to learners, be withheld until the maturity needed for complete understanding is attained. Concepts and attitudes evolve slowly through repeated contacts with various aspects of the same situation. The solution lies in determining what meaning the experience has for the learner and in seeing in his daily activities other experiences which contribute to his growing understanding and ability to deal with the same problem. With teachers providing direction, guidance, and enrichment in terms of the situations which have meaning for learners, children begin to understand the problems of our times. This calls for a curriculum which gives children and youth guidance in dealing with the persistent problems of living in our industrial democracy.

Industrial Civilization Has Brought New Modes of Livelihood

Changing patterns in our economy have been accompanied by changes in the nature and kind of work to be done. New recognition has been given to the dignity of labor. To handle tools, to work in overalls, to be part of the complex organization of men each contributing his part to the production of automobile, radio, or synthetic cloth is fast becoming an accepted work pattern of American life. Farming has become an occupation requiring sound scientific background. New machinery and new ways of processing foods, a virtual revolution in the textile industry, modern laundry and kitchen equipment are changing the activities of the housewife. Modern youth needs to see the challenge of the work to be done in a world of machines. In the life of the school there are many opportunities to help young people to use and respect the machines which facilitate the work they do—the typewriter, the adding

machine, the mimeograph, the radio, the motion picture projector, the steam table and other modern equipment of the cafeteria, the lathe, the jig saw, the wrench, the acetylene torch, the electric welder. The work experiences of children and youth can be used to bring them into contact with factory as well as office, with the farm as well as the professions, with labor as well as management. Daily living offers many opportunities to help children to develop sound attitudes toward labor. How do they look upon the school custodian, the street cleaner, the milkman, the clerk in the corner store? On what bases are they making choices as to the occupations which they will enter? How do they appraise working on the farm and in the factory as against the white-collar job?

Technological changes have also created new types of work. There now is a vast organization for air travel where none existed a quarter of a century ago. The motion picture industry has built up a small world of its own. In the field of radio, hitherto unheard of talents and technical skills are now in common demand. Research workers have moved from college halls to laboratories in industrial plants. Whole new industries have grown up round the processing of foods and the development of plastic materials. Even in such established businesses as restaurants, cotton mills, and the building trades there have been marked shifts in the kinds of work required. With new discoveries have arisen new needs and demands for new abilities. New kinds of work, new substances, and new materials are found in every community. Schools that explore community resources can help learners to become acquainted with new machines, new ways of harnessing energy, new means of communication and transportation, and new methods of agriculture. Children and youth at their own level of maturity can begin to understand the significance of some of these changes. They can be helped to see how some of their immediate problems are related to larger community problems arising out of rapid changes in ways of earning a living. The youth who finds a place in this changing world must be able to adjust to new demands, to handle new tools, to work with new materials.

Industrial civilization is bringing about a new occupational structure marked by a reduction in the proportion of workers engaged in the production of material goods and an increase in the

number engaged in service occupations. More persons are being freed to enter occupations which are directly related to the welfare of many individuals, such as teaching, social service, medicine, and guidance of recreational activities. These occupations demand highly developed techniques for working with others as well as willingness to give service and a genuine desire to contribute to human welfare. Youth who have these qualities will be needed in increasing numbers in our world. Educators need to decide what experiences best contribute to them.

Basic to all changed patterns of livelihood is the belief in the individual's responsibility as well as in his right to work. Not only the ability to work, but the attitude that it is a social obligation to share in the work of the world is important for our children and youth. New industrial structures from time to time cause disorientation in the field of work. We are told that we can produce as much as we did in 1929 with several million fewer men. Modern spinning machines under a single operator can produce the equivalent of the work of one hundred fifty men working by hand power. The exact figures make little difference. Power and the machine are constantly taking the place of labor. This fact, together with such other factors as seasonal work and unequal production and distribution, makes full employment a basic problem in our society.

If the right of every individual to work is to be recognized, a number of questions must be faced. What length of working day, in various fields of endeavor, will give full employment? What is the responsibility of government to provide employment? How can we determine and guarantee adequate preparation of needed personnel in the various occupations, safeguarding against both undersupply and oversupply? What is the place of women in industry? What shall characterize retirement programs planned to provide occupational opportunities for youth? If the responsibility of each individual for making a contribution to the work of the world is to be guaranteed, additional questions must be faced. What is the right of any group, through management lockouts, strikes, or other means, to stop or interfere with the work of the world? What is the responsibility of the individual to carry out obligations undertaken? How can the responsibility to work be assured in the case of both men and women? These problems are

the concern of every individual, whatever his mode of earning a living—whether working with machines, on a farm, in a service occupation, or in the home. Children and youth do not face them directly, but they come in contact with them through the vocational patterns of their families and communities. The attitudes and understandings young people are helped to build will play a part in determining whether they, as adults, will make a positive contribution toward their solution. Those developing the curriculum must build toward *a curriculum which fits children and youth to make a responsible contribution to the work of the world.*

Increased Industrialization Has Brought Increased Leisure

Industrialization itself, attendant unemployment and some of the steps taken to safeguard against it have contributed to an increase in leisure time. The twelve-hour day has been reduced to eight, the sixty- and eighty-hour week to thirty-five and less. Further reductions are probable. Retirement years are being set earlier and man is living longer. Indications are that increased use of power will continue to give man more time to develop his interests, talents, and abilities. This raises a series of problems for schools concerned with the all-round development of the learner. What sources of music, drama, art, and recreation should the school help learners to explore? What part should the school play in bringing new resources to the community? How can school and community libraries work together to help young people explore the possibilities of recreational reading? Should the school, as well as the home, help children learn to make effective use of the radio, the press, the motion picture? What talents that will make for creative use of leisure time should the school help to develop? Johnnie has no place at home where he can construct the toys he loves to build. Should there be time for this at school, or is the development of manual skills important mainly for slow learners? Ruth's family cannot afford to pay for music lessons. What part should the school play in developing her talent? Should hobbies be an integral part of the curriculum? How can children and youth best learn to use their own leisure time creatively and to take an interest in the way other people use theirs? Schools which recognize the place of

leisure in the modern world must build *a curriculum which helps children and youth to develop the skills and attitudes needed for creative use of leisure.*

Industrial Civilization Has Changed the Pattern of Family Life

Social units as well as economic structures are being affected. Although still the primary social unit, family responsibilities and ties are changing. Especially is the change marked and rapid in urban and suburban areas. Sources of work experience are moving out of the family setting. When families were larger and lived in larger houses, when baking, cooking, sewing, and laundry were regular home responsibilities, children and youth played an important part in carrying on the work of the home. In many family groups today, living in small apartments, making increasing use of household labor-saving devices, these work responsibilities are not present. Further, as the family unit does less to supply its own needs and becomes less self-contained, other persons and community enterprises share in teaching responsibilities. Much of the teaching that was formerly done by the home is now shared by other agencies—the school, the church, the press, the library, the motion picture, the radio. Quality of materials is learned by helping mother shop rather than by helping her with cooking and sewing. Standards of workmanship are learned through appraising the work of home and community helpers as well as by sharing in home responsibilities.

Children and youth are facing difficult moral choices as they come into contact with various aspects of community life. Spiritual values and morals are increasingly being conditioned by influences outside the immediate family group. No longer do the values of a self-contained family group go relatively unquestioned. Both positive and negative community elements make their contribution—the church and the dance hall, the youth organization and the corner drugstore, the editorial devoted to constructive social issues and the tabloid.

Sources of recreation are being sought in the community rather than in the home. In some cases family size has been reduced and with it the possibilities for a variety of cooperative recreational

activities within the home. Slums, crowded city apartments, lack of adequate play space, all throw burdens upon the community which were formerly assumed by the family group. On the other hand, the fact that community resources are often easily available is causing some families to use these resources to the exclusion of activities in which all members of the family share.

Changed occupational patterns are taking women out of the home. Love and affection are still present in our homes, but they do not necessarily appear in the symbolism of the woman of the house cooking, sewing, and caring for her family. Yet in all too many cases children and youth are getting their own meals, others are being locked out of homes after school hours, still others are being left with heavy responsibilities for younger members of the family. This trend has raised many problems. At what times is it important for a parent to be in the home? What constitutes real security for children at different levels of maturity? What responsibilities should the various members of the family undertake if there is to be family unity? What leadership should the school give in helping homes to answer these questions?

An increasingly high divorce rate has raised the number of children and youth who face added problems of insecurity. Sometimes living with one parent only, at other times shuttling between two homes, or adjusting to "new" parents—these youngsters may well turn to the school for some of the security and affection they need.

Unemployment and other economic factors have also added their part to changed family life. The sudden removal of families or youth from one type of life to another—from the mountains of Kentucky to large cities of the plains, from the agricultural areas of the South to industrial sections of the North—has called for major readjustments in living as the family has followed the wage earner or as youth has left home to secure adequate employment.

Many schools have recognized the importance of cooperative relationships with the home. Changing family patterns give added significance to these relationships. Home and school may need to work together even more closely to provide for the all-round growth of learners. Increased responsibility for helping both children and parents to deal with family problems may be involved. The high

rate of divorce, for example, suggests the need for adequate preparation for marriage. Organized education needs to face its responsibility in helping youth to consider both pre-marital and post-marital problems. In some communities need of supplementing family health services, of providing recreational activities for children and parents, of adjusting the school day to family work patterns may well be indicated. Those who recognize the significance of the family in our society must develop *a curriculum which helps children and youth to deal with their concerns of family life.*

Interdependence Characterizes Our Industrial Society

The spread of industrial civilization in America has obliterated the boundaries of local communities, has reduced the functional meaning of state lines, and has all but joined the Atlantic and Pacific. It is a movement touching every part of the United States and, even before the American is wholly aware, drawing him into new national and world relationships. It has made the world a small planet. Transportation has reduced distances and connected hitherto isolated areas. There is a functioning network of communication through post offices, in telegraph and telephone connections, in radio sets in many homes, through the daily delivery of newspapers and magazines, through less expensive books and more libraries, through libraries and museums on wheels for the more-inaccessible communities. Various aspects of American life are interpreted to large sections of the country through commercial motion pictures, while documentary films related to almost every area of human living and to life in almost every part of the world are available. Children and youth have never before come to school from environments which provide so many stimulations to understand the social world in which they live. Nor has there ever been greater need for help in interpreting the impressions they are getting as they read the news columns and editorials of opposing papers, as they try to interpret advertising, or even as they try to relate the actions of their favorite comic section characters and radio heroes to real life. On the other hand, teachers have probably never before had so much resource material easily available with which to help learners understand their world.

Failure of any part of our closely-knit economy to function effectively influences the fates and fortunes of others. National groups—geographic or economic—face the problem of working together in such a way as to make our industrial economy function. The fortunes and the habits of the rural and the urban are being more and more closely interwoven. The future depends on how closely North and South, East and West, work together and understand each other, albeit they look so different and on the surface live so independently. Similarly, labor and management are developing new ways of working together. Problems of full employment are intimately linked with the well-being of both groups. Complex as the processes of collective bargaining may be, recent years have shown that means of intergroup cooperation must be established if our economy is to survive.

Within each community there are a variety of organizations established to make for closer cooperation between economic and social groups. According to the location, there may be found a chamber of commerce, a manufacturers' association, one or more labor unions, a consumers' cooperative, a grange, a bankers' association, a farm bureau or a farmers' union, and many others. These institutions directly touch the lives of children and youth. Parents may belong to them and the policies established by them affect the welfare of the community in various ways. Schools that are willing to explore community relationships can help children and youth to become acquainted with and to understand the functioning of various organized groups that are important to them. Often within the school will be need for simple forms of common economic organizations—a school cooperative or a school bank, established to serve the student population and in some places the entire community.

Racial and religious groups must also learn to live and work together. Even though we profess loyalty to the principles of equality and freedom we have failed to extend "first-class citizenship" to all of our citizens. We permit members of certain races and creeds to be excluded from certain fields of work and aspects of community life. The Negro race is not the only group against which prejudice is directed. Anti-Semitism has increased and in certain sections groups have developed bitter religious hatred. Our

Mexican citizens and Japanese-Americans are also victims of discrimination. These injustices look to the schools for help in bringing about change. It is difficult, however, to develop harmonious relationships among groups of children when teachers in the lunchroom divide and sit at tables according to religious or other affiliation. A study of minority group problems is of little avail in a school where children are segregated for various activities. Schools not only must provide factual information concerning racial and religious groups; they must take a positive position with regard to conflicts that arise in school or community, and they must lead in the practice of real democracy. It is a responsibility of every teacher in every classroom to see that mutual understanding and group unity result from the experience of living and working together.

Throughout the country there is growing evidence that churches have recognized the need for cooperative action. City, national, and world councils, inter-faith activities, and in some parts of the country steps toward church union bear witness to a growing awareness of the need to work together toward common values through diversity. Young people, regardless of creed or denomination, or lacking any church affiliation, still must come to some conclusion as to the function of the church, the means through which it makes its contribution to social well-being, and their part in it.

Growing interdependence is also reflected in increased provisions for social welfare and in the development of institutions partially or wholly devoted to meeting social needs. Both our democratic values respecting the worth of the individual and our closely-knit social and economic structures make the welfare of each individual the concern of all. Constructive proposals are being worked out through social security measures, housing projects, community recreational programs, plans for equalizing educational opportunity, and varied provisions for adequate medical care for all people. Much remains to be done and many problems still need to be solved. How can we ensure to every individual the maximum realization of his health potential? To what extent is the individual employer responsible, through working conditions, recreation, and medical facilities, for the health of those employed? How can the contributions of service groups—medical, legal, teaching, and the like—be used for the welfare of all without sacrificing the

right of individuals in service occupations to free enterprise? How and to what extent should government be responsible for social security? How is it possible to ensure to every individual the maximum realization of his intellectual powers and special abilities? How can we provide adequate financial support to equalize educational opportunities for children and youth in all sections of our country? Not only do these problems and others touch the lives of children and youth today but decisions in these areas will be made by today's children in their activities as young adults. Young people, long before they reach the age to vote, are participating in organizations whose primary concern is community welfare. They cooperate in the work of the Junior Red Cross, the Community Chest, junior service clubs, and the church, and they know about the activities of a wide variety of other groups whose membership is completely adult. And they must learn how to appraise the activities of these groups, how best to work through them, and when it is appropriate to call on them for aid.

As larger groups have become interdependent more situations have arisen in which the welfare of each group is dependent on cooperative action through the processes of government. These situations have raised fundamental questions, many of which are still to be answered. What should be the role of government in state and national planning? How far should there be government action in the problems of labor and management? What types of government responsibility should there be for social welfare, for education? What is the place of the expert? These problems and many others still need clarification, and with them the responsibility of the individual citizen to his government. The school cannot provide complete answers but it can help learners to study the problems and to appraise sources of help. Children in the schools do not yet have to decide how to vote for local and national officials, what stand to take on the local bond issue or city council proposals; but they are in homes where parents face these and many other issues with varying degrees of interest and information, and these concerns, in some measure, become their concerns.

Each American, moreover, is facing what he may never have realized before, perhaps what he has refused to recognize—that he can no longer measure his life in terms of his own family or neigh-

borhood, or the part of the United States he calls his home. He has interwoven responsibilities which extend from the immediate community into widening, larger communities. They pass national boundaries and barriers until they finally dictate American citizenship in the world community. The American nation is unable to sustain traditional isolation. The business of living close to lands and peoples we have hitherto labeled remote is a new business, and it is our business.

What are the best means of helping children and youth understand the effects of the reduced size of the earth that has brought all peoples close together? How can children and youth be helped to see today's happenings in the perspective of pertinent historical backgrounds? How can the school develop greater understanding of community, national, and world problems of today and greater patience to find common purposes and values in working them out together? These are major problems facing the curriculum worker today. Our increasingly interrelated world means *a curriculum in which the problems and concerns of home, school, and community are seen in the light of the larger national and world problems of which they are a part.*

Our Greatest Problem Is That of Preserving Peace and Developing World Unity

Today there is but one alternative to friendly cooperation among all the nations of the earth—the destruction of civilization. Perhaps it mattered little if the Massachusetts farmer of 1800 was unconcerned about the Greeks or the Javanese. But our present world has become a “little neighborhood.” Alien ideas can challenge American assumptions; systems of world communication expose youth and adults to every form of political theory; lust for power in a few countries can endanger the world, for war in an age of atomic power recognizes no boundaries in its contagion and destruction. The same technological changes which have been affecting and changing relationships within the United States have been changing them throughout the world. Ours has become an interrelated, interdependent world despite great differences in history and language, wealth and national or cultural genius, attitudes and ideas and ways of living.

A great peace can likewise permit no boundaries in its healing and reconstruction. Development of a world order will require more than lofty visions of peace and freedom for all nations. We must have men with ability to work out plans for the proper distribution of the world's resources and skills and to establish methods of sharing the cultures of the many nations. America has a grave responsibility in keeping the peace. Men are not thinking realistically if they think in local or regional terms which assume a destiny unaffected by the rest of the world. We are neighbors to those whom we have called foreigners, or strangers, or just a different kind of folk. The new relationships demand intelligent acquaintance.

Our schools can play their part by helping children become "world-minded." Yesterday's geography characterized the French as a "gay people fond of light wines and dancing." Readers told stories of quaint Dutch costumes and picturesque Chinese homes. Tomorrow's books must give realistic pictures of the ways of living in foreign lands, must emphasize the values and attitudes held by these peoples, and must give fair consideration to the reasons for conflicts. But most of all, tomorrow's schools must make sure that children and youth have opportunities to appraise local, national, and international issues in the light of their effect upon other peoples in the world.

But understanding alone is not enough. The problems of group cooperation will not be solved until those involved have learned to plan and work together. Experimentation in new forms of interaction is needed. The means for thinking together as well as for working together are multiplying as fast as or faster than the means for more widespread industrial production. The techniques that were adequate for the town meeting will not suffice in a conference of nations. Basic principles and values such as freedom of speech and the right to assemble may be constant, but we must learn to assemble through the short-wave radio, the press, the conference of delegates. Persons willing and able to take leadership responsibilities are needed. As groups become larger and intergroup relationships more complex, new ways must be found through which leadership can secure the democratic participation of group members.

Children and youth have a very real part in this process. Many of the concerns of the community are their concerns. Too often they have not been given the respected place which should be theirs. Youth and adults have too often been far apart. In making their contribution to community situations with which they are vitally concerned children and youth can learn the fundamentals of democratic participation and grow in ability to take leadership responsibilities. Youth are asking to meet real life problems in the home and community and are asking for a valued place in our councils. They need opportunities to plan together and to sense something of the responsibility of the individual for the successful completion of a large group project. They need opportunities to see the value of and the time for subordinating the smaller to the greater good, the personal to the social. They need opportunity to take leadership and to assume responsibilities. How can they best be given a responsible share in community activities which are of concern to them?

The problem of preserving peace and developing world unity makes two major demands upon the curriculum worker. First, it means *a curriculum in which democratic methods of cooperative action are an integral part of every experience*. The method by which work is accomplished must be as important as the work itself. Second, it means *a curriculum which will develop world-minded citizens able to make the sound judgments and willing to make the sacrifices necessary to maintain peace*.

Democratic Values and Curriculum Development

This is our culture. With these resources, amid these problems, Americans must develop a civilization in which all citizens will find their rightful heritage. A candid survey and glance in review show great gaps between what we profess, what we seek and believe possible, and what we actually have been able to accomplish.

Wealth and abject poverty are side by side in one of the richest countries in the world. They are in the same state, often in the same village or the same river valley—contrasts not to be explained by nature's gifts in raw materials or inherent ability. The best that science and invention can produce is transforming our lives, yet

social conditions in many places remain in the horse-and-buggy days. The geographic frontiers are conquered. The social frontiers lie ahead. Prosperity has come to America beyond the dreams even of ambitious men and depressions have frequently interrupted that prosperity—depressions also beyond the comprehension of men. Our nation, proud of its thrift, of its power of accumulation, has become noted for its spending, its wasting of natural and human resources. As great architectural skill and as good building materials as the world has ever known are in our country. Yet one-third of the nation is ill housed. In no country has there been more scientific study of public hygiene, yet too often health conditions in city and country will not bear scrutiny.

We claim there are no classes or castes in America. We are proud of the opportunities in American communities for the common man, yet there are social barriers which the most democratic schools and churches have not broken down. We say, too, that all Americans, whatever their origin, have equal opportunities and rights. At the same moment, however, we legislate against certain groups. We know that some of our fellow citizens encounter prejudice and discrimination far more often than acceptance, yet we have done little to assure them the rights which are theirs.

Pride in work well done is a part of American philosophy. Yet there is often approval of those who live on the work of others. And there is no protest against the movies' presentation of the idle rich as typical of American life. There is little provision for work experience and little opportunity for every American child to gain respect for work and workers. We still do not give adequate vocational guidance.

There is deep love for home in most Americans. Yet nowhere else in the world are there so many divorces and broken homes, so many families in which there is an erratic acceptance of responsibility for the life and well-being of the members of the group, for their standards of conduct and philosophy of life. Again it is an unbelievable contrast in American life. Combined with the most scientific, most devoted, intelligent care of children in the world is some of the most serious neglect. Juvenile delinquency and youthful moral irresponsibility are serious problems.

We have pride also in freedom of religion, but too often it is

actually freedom from religion. Far too often churches fail to provide the needed spiritual and ethical leadership.

More money is spent on masterpieces of art than in any other country in the world; probably more money is spent on private music and other art lessons than in most countries. Yet many Americans are unacquainted with the fine and industrial arts; all too few have real appreciation; a handful only have experienced the joy and release of creative expression; still fewer see art as a way of life, a part of all their experience. Too many are satisfied with "canned" music or none at all; we leave art to the gifted or to the museums.

There are like contrasts in our political life. We hold our political democracy a great gift to ourselves and to the world. We trust our lives to its functioning. Yet there is rarely a large enough vote in any election to justify our confidence. Political careers are still under suspicion despite graduate schools for citizenship and public service. Of all the pressures threatening the democratic way of life there is none more powerful or more insidious than that which would control the government for special interests.

In the international sphere all are committed to the establishment of world peace. Yet we are still groping for a satisfactory foreign policy and uncertain how we should regard the actions of other nations.

Probably no greater need in America exists than that of restating and reaffirming our purposes as a nation. A changing world demands of its people the ability to decide on action in terms of goals and values. In a civilization marked by potentialities for social integration and a great increase in creative material energy, abundant living for all persons is within reach. In such a civilization, it is equally possible for undemocratic forces to use these same developments for the benefit of a small group. It becomes necessary, therefore, that each individual strive to assure the maintenance of democratic values, that each take responsibility for helping to establish conditions under which material abundance and power will be used for the maximum development of all. The democratic concept in its broadest sense is a way of life. It is an expanding concept, taking on new meaning as social change takes place. Any society grows in the direction of democracy to the extent to which each

individual and group in that society can put basic democratic values into action in every aspect of daily living.

*We Are Committed to a Belief in the Worth
and Dignity of the Individual*

We are committed to freedom and equality, to economic as well as social and political rights. The welfare of the individual is of primary importance in our society. Each individual is considered to be of essential worth. Each individual is believed to have within himself resources for creative expression which he has a right and responsibility to develop. We believe that the greatest resource of any nation resides in the potentialities of all of its people. This means the recognition and appreciation of the worth of every individual at each stage of his growth and development. "Equal men," each having opportunity to assume the rights and responsibilities that are his, is a first essential in our society. This means *a curriculum designed to give to children and youth a respected and a vital part in society in keeping with their maturity and in terms of the problems and situations which they face. It means a curriculum through which children and youth grow to respect the unique worth of each individual including themselves.*

*We Believe That Decision and Action Should
Be Based on the Scientific Approach
to the Study of Problems*

We believe in the use of reason, of untrammelled investigation, of encouragement of all creative ability. We are committed to science. Our changing world demands men who have developed a way of living which tests new ideas, explores new concepts, and re-thinks the application of principles in new situations. Not what an individual knows, but his ability to use what he knows as he faces the problems of his daily living is a fundamental consideration in developing the curriculum of children and youth in our society. As a method of work the scientific approach implies the habit of seeking reliable information, of distinguishing between fact and fiction; of coming to reasoned conclusions on the basis of careful study of all available data; of evaluating conclusions in the light of new evidence, of judging the effectiveness of each decision

and forming a basis for more satisfactory future decisions. The learner's method of work as he solves his problems and his understanding of the dynamic process by which social change comes about must be as important in curriculum designing as the exact content of his experiences. "Thinking men," willing and able to use a scientific approach to the solution of individual and social problems, is a second essential in our society. This means *a curriculum which develops children and youth able to make reasoned decisions based on the values they hold.*

*We Are Committed to Faith in Cooperative
Intelligence as a Means of Improving Life*

In spite of local, national, and world problems of increasing magnitude, there is belief in the improvement of men and institutions, confidence in the possibility of progress, and conviction that something can be done about social problems. This faith is reflected in a system of government which guarantees to each individual the right to help make decisions regarding the laws under which he will live and the services which he desires. It appears in the belief that abundant living is within the realm of possibility. It is characterized by demands for social planning which will guarantee to all the right to work. It lies back of the concept of an enduring peace. We have confidence in the collective wisdom of the people. We believe that better solutions to social problems will come when each individual shares with others the results of his efforts, discoveries, and thinking. We recognize that true freedom in a closely-knit world is attained only as men use their intelligence collectively and creatively to gain increasing control over their problems of daily living.

A further implication of our faith in human power is our belief in the right and responsibility of the individual to develop and use his talents and abilities in his own interests and in those of society. This means a nation in which each individual feels an obligation to develop his potential ability to the point where he can make his maximum contribution to social problems. It also means a nation in which each individual feels obliged to use his powers for social ends and to help others to make a similar contribution. "Cooperative men," using democratic processes to secure the maxi-

num contribution of all for the social good, is a third essential in our society. It means a curriculum which recognizes the interrelatedness of the interests and concerns of the individual and those of society, one which will help the individual meet his needs through channels making for the greatest social contribution. The challenge to education is to design *a curriculum which develops children and youth committed to working with others for the common good. It means a curriculum which develops children and youth committed to make constructive use of their powers and those of others for the common good.*

We Are Committed to the Translation of Democratic Values into Action

"Equal men," "thinking men," "cooperative men"—this can be a fighting faith. With it as our national and individual commitment, the most serious problems can be approached with confidence. They remain serious dilemmas, but in the very character of our democracy they are soluble. In the character of our society and its resources lie the means for as good a life as man can build. Democracy asks much of each human being but it gives as much in return. It defines its goal in terms of every citizen's best contribution out of his full creative development. It defines its goal as the best life the men within it can conceive and can build.

Our democratic values must be reaffirmed and translated into action in the school. This can only be done by helping children in their day-by-day activities decide when to subordinate individual desires to social goals; by helping them to see the true worth of each individual; by teaching them to appraise their work with honesty and integrity; by showing them the satisfaction that can come from unselfish living. Schools must be places where children can learn how to bring scientific methods to bear in adjusting to change and where they can develop that flexibility of mind imperative to successful living in the twentieth century.

Democratic values give direction to human living and their implications widen and deepen as new situations are faced and new problems are solved. They have no meaning in isolation. The test of an individual's commitment to them is his willingness and ability to put them into action. Willingness to put values into

action can be built only when they are an integral part of every experience. Almost every choice faced by children and youth as they deal with their problems of everyday living demands a value judgment. It is the responsibility of the school to help to develop the bases which give direction to these judgments and to help to develop deeper insights as the maturity and experiences of learners permit.

Every aspect of life makes a potential contribution to building sound judgments. If that contribution is to be positive, democratic values must be in operation in all human relationships. This means in the family, the youth group, the club, the political, social, or economic organization, the church, as well as in the school. This concept asks educators to appraise the influences of the press, the radio, the motion picture, the corner store, the street. The school must recognize its responsibility as a social force in the community. Children and youth who live by one set of values in the school and another in the home or community cannot be expected to develop consistent ways of behaving. The school is not alone in its desire for democratic values. Nevertheless it must be prepared to assume leadership responsibilities as needed.

For the curriculum worker, this means *a curriculum which in every aspect is directed toward the development of democratic values*. It implies that the school must provide a rich and provocative atmosphere which will develop in youngsters that curiosity, insight, daring, hope, and faith which will enable them to discover ways of using the potentialities of our scientific and industrial age to advance the social well-being of mankind.

READINGS

- BECKER, CARL. *Freedom and Responsibility in the American Way of Life*. New York: Alfred A. Knopf, 1945.
- EDUCATIONAL POLICIES COMMISSION. *The Education of Free Men in American Democracy*. Washington, D. C.: National Education Association, 1941.
- HOOKE, SIDNEY. *Education for Modern Man*. New York: Dial Press, 1946.
- JOHN DEWEY SOCIETY. Eighth Yearbook. *The American High School*. Chapters III, IV. New York: Harper & Brothers, 1946.
- MALINOWSKI, B. *Freedom and Civilization*. New York: Roy Publishers, 1944.
- MANDER, L. A. *Foundations of Modern Society*. Stanford, Calif.: Stanford University Press, 1941.
- MEAD, MARGARET. *And Keep Your Powder Dry*. New York: William Morrow, 1942.

III

The Children We Teach a Guide to Curriculum Development

I was born in Iowa.
My father comes from Germany.
We moved here from Canada when I was three.
I'm from New York City.
So am I. And I.
We're from California.
And Hoboken.
France.
And Wyoming.
I come from the Netherlands. I didn't want to leave my home.
I didn't either. We had to leave Poland when the war came.
Now we are at Lincoln. But that's what Lincoln is.
We are a group united by group interests, group beliefs,
and group friendships.

Say, what does your father do?
My father teaches English.
Dad works in a factory.
Grandfather was a miner.
Businessman.
Farmer.
Newspaperman.
Doctor.
My mother's a teacher.
My mother's a newspaper woman.
Mine just runs the house.
P.T.A. representative.
Social worker.
Housewife.
Our parents represent different viewpoints.
Radicals and conservatives.
Socialists and socialites.
Republicans and Democrats.

We are of different religions.
Yet there is no discrimination among us.
Our concepts of tolerance have been built up through contact
with each other.
We are individuals.
Our backgrounds are different.
But we all have something in common.
We came to Lincoln.¹

THESE are the voices of the students of a small high school. With varying emphases they are the voices of children and youth in many parts of our country. Who are the youngsters in American schools? What are they like? Who are their parents? What are their homes like? What influences surround them for better or for worse? What do they hope to become, and what actually does become of them? All these questions are relevant for the teacher who is an educator in the fullest sense.

Children Our Greatest Resource

America's Children

About 2,350,000 new citizens are born in the United States of America every year—one baby every fourteen seconds.² Advances in sanitation and medical science, improvement in nutrition and living conditions, and rising standards of living have reduced the rate of infant mortality each year.

Many of these children come from homes where one or both parents were born in other lands. Others are from homes of third or fourth generation Americans. More than a quarter of a million Negro children are born each year—in some states one out of every four, in others one out of every twenty-four.³ More than one child in every three under twenty years of age belongs to some minority group—Indian, Mexican, Japanese, Negro, Chinese.⁴

¹ Adapted from *For Ours Are the Coming Years*. Senior Class group poem given at Commencement, Lincoln School, Teachers College, Columbia University, 1942.

² U. S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States, 1944-45*. Sixty-sixth Number, p. 74, Washington, D. C.: Government Printing Office, 1945.

³ Murray, Florence. *The Negro Handbook*, p. 28. New York: Current Reference Publishers, 1944.

⁴ U. S. Department of Labor, Children's Bureau. *White House Conference on Children in a Democracy, Washington, D. C., January 18-20, 1940. Final Report*, p. 51. Washington, D. C.: Government Printing Office, 1942.

Approximately 42 per cent of all children are "only" children. Twenty-eight per cent more have only one sibling. In 30 per cent of the families there are three children or more under eighteen years of age.⁵ Rural families tend to be larger than city families and those in low income brackets larger than those where the income is large.⁶

Half of our children live in rural areas—on farms, in scattered houses, or in small villages.⁷ Approximately 18 per cent are in cities of over one hundred thousand.⁸ In a typical large city one child in three is likely to be living under slum conditions, lacking adequate play space and living quarters for the family group. Others will live in apartments, relying on the streets and near-by parks for their recreation. Some will live in houses having garden and play space. In the rural areas some children will be living in homes that have earth for floors, screenless windows and doors, back-porch wash basins and outdoor toilets. Others will live in two- or three-room shacks which provide shelter for several families. Still others will live in single houses at great distances from neighbor or village. Some will live in houses surrounded by yard and farm land, by pets and farm animals, by good highways that easily lead to neighbor and town.⁹

Their parents do different kinds of work. In the country as a whole children come from homes in which the wage earners in normal times fall into the following occupational categories: professional, 7 per cent; executive and business, 20 per cent; service, including protective workers, 12 per cent; skilled and clerical workers, 28 per cent; semi-skilled workers, 18 per cent; unskilled laborers, 14 per cent.¹⁰ About two-thirds of our children are in families which have incomes of less than \$1,200 a year during normal times.¹¹

⁵ *Statistical Abstract of the United States, 1944-45*, p. 55.

⁶ *White House Conference on Children in a Democracy, Washington, D. C., January 18-20, 1940. Final Report*, p. 322.

⁷ *Ibid.*, pp. 15, 327.

⁸ U. S. Department of Commerce, Bureau of the Census. *Sixteenth Census of the United States, 1940: Vol. II, Population, Pt. 1, Characteristics of the Population*, pp. 28, 155. Washington, D. C.: Government Printing Office, 1943.

⁹ *White House Conference on Children in a Democracy, Washington, D. C., January 18-20, 1940. Final Report*, p. 322.

¹⁰ *Population Census, Vol. III, Part I, The Labor Force, 1940*, p. 10.

¹¹ *Ibid.*, p. 116.

Several million children of school age have physical defects, such as impaired hearing or eyesight, bad teeth, and other handicaps.¹² It is estimated that nearly a half million children under twenty-one years of age are crippled by such childhood injuries or diseases as congenital deformities, birth injuries, tuberculosis of bones and joints, injuries due to accidents.¹³ Nearly a half million children in this country have been or are being affected by rheumatic fever. Regularly infantile paralysis epidemics handicap several thousand more American children. Today over 200,000 children, though alert mentally and able to make a contribution to their world, are in special schools for the physically handicapped or are confined to their homes and rely on parents, tutors, or special bedside teachers for their education.¹⁴

The actual number of mentally deficient children is not known. About 40,000 are cared for in institutions and another 100,000 are in special classes.¹⁵ Approximately twenty children in a hundred are classified as "slow learners"—children who are below average in school achievement and general mental ability.¹⁶ Potential genius in aesthetic, mechanical, or intellectual spheres cannot be as easily indicated in numerical terms. These children are in the schools, needing the stimulation and guidance which will bring their powers to fruition.

Thousands of children in the West and Southwest and a substantial proportion in the East live in families who move about from state to state in search of seasonal employment. These families exist on a marginal subsistence, often on relief, with inadequate wages to meet living costs. These are the sharecroppers and migrant workers. What are the effects on their children, whose schooling is irregular and who are considered "tramps" or "outsiders" in the communities where they live for brief periods?

Several hundred thousand orphaned children in this country are cared for either in state-supported institutions or in boarding

¹² *White House Conference on Children in a Democracy, Washington, D. C., January 18-20, 1940. Final Report*, p. 292.

¹³ *Ibid.*, p. 292.

¹⁴ *Statistical Abstract of the United States, 1944-45*, p. 244.

¹⁵ Kurtz, Russell H., Editor. *Social Work Yearbook*, p. 77. New York: Russell Sage Foundation, 1945.

¹⁶ Baker, Harry J. *Introduction to Exceptional Children*, p. 244. New York: The Macmillan Company, 1944.

homes.¹⁷ One in every six marriages is broken by divorce, leaving many children half-orphaned at an early age.¹⁸ Changed economic pressures, taking many mothers out of the home, have left large numbers of children in the five-to-fourteen-year age group without adequate supervision before and after school hours. They are part of that large and growing group of children who through the loss of a parent, through circumstances making it necessary for mothers to work, through factors which make activities outside the home seem more important, are denied the guidance and the love and affection so basic to childhood.

Annually about 500,000 youth from fourteen to twenty years of age seek employment as beginning workers.¹⁹ Regardless of state and national child labor laws approximately one and one quarter million of our youth between fourteen and seventeen years of age who are attending school are also gainfully employed. About 60 per cent of this number are working between fifteen and thirty-four hours per week while 6 per cent work over thirty-five hours each week.²⁰ While these figures are based upon a sampling which was doubtless affected by the war period, conservative estimates suggest that in normal times at least a half million children under sixteen are gainfully employed. A survey of the three high schools in one city showed that from 30 to 40 per cent of the children were employed part of the time. Some worked as many as thirty-six hours a week. A fourteen-year-old boy in the seventh grade worked as a delivery boy on a bakery truck from 5:30 a.m. to 8 a.m., attended school from 9:45 a.m. to 3:15 p.m., and on Saturday worked from 5:30 a.m. to 5:30 p.m., with three-quarters of an hour off at noon. A thirteen-year-old boy in the eighth grade set pins in a bowling alley from 6:00 p.m. to 11:00 p.m. and on Saturday and Sunday from 1:00 p.m. to 12 midnight, with half an hour off. A thirteen-year-old girl worked afternoons and evenings in a restaurant, with a total of fifty-six hours a week of school and work.

¹⁷ U. S. Department of Commerce, Bureau of the Census, *Children under Institutional Care and in Foster Homes, 1933*, pp. 7-8. Washington, D. C.: Government Printing Office, 1935.

¹⁸ *Statistical Abstract of the United States, 1944-45*, p. 96.

¹⁹ *Ibid.*, p. 123.

²⁰ U. S. Bureau of the Census, unpublished tables, 1945. Table 6, "Employed Civilian Non-Institutional Population 14 to 24 Years Old, By School Enrollment, Age, and Sex for the United States; October 1945."

Although most states have laws against child labor, these laws are far from uniform and enforcement is lax.

These are American children, our nation's greatest resource. To the schools has been given a large share in the responsibility of providing experiences which will help them to become citizens able to use their potentialities in the interest of themselves and of society.

Children in Our Schools

Coming to our schools from differing racial and socio-economic backgrounds, from slums and estates, large families and small, farms and cities, are the Edisons, Addams, Carvers, Jeffersons, Kreislers, Nightingales, and the Mayos of the years ahead. Coming to our schools are those who will eventually be responsible for co-operative community action on common problems; for homes which provide security, affection, and opportunities for growth to yet another generation; for creative use of machine, land, and natural resources; for action which will assure peace in our world.

Visit a fourth grade class in a consolidated school as they assemble and before they are officially "at work." Susan is playing the piano, feeling for new chords and trying out a variety of rhythms. Janet and Alice are watching her—Janet keeping time with head, hands, and feet. Peter frowns over an encyclopedia and looks up to say, "Miss Henley, this is different from what we read in that science book." The buzzer, used to call the group together, was rigged by Jay and Allen, who are now trying to fix a lighting system for a model farm. The furniture for the library corner was built by the boys under the capable direction of John, who was also responsible for the new shelves which store lunch boxes, rubbers, and mittens in the cloakroom. In one corner two student council representatives are discussing the best way to secure an expression of opinion from the group on a proposed change in lunchroom regulations. In another, Betty is describing her efforts to cure a sick puppy. Mary Louise and Dorothy are offering sympathy and suggestions.

Artistic ability, motor skills, scientific interests, emerging ability to do critical thinking, capacities for cooperation, sympathy, affection—all are present. How far will they be developed when these

children leave our schools? The potentialities of children will not be realized as a result of maturation alone. Development always comes through the interaction of the learner and his environment. As ability unfolds, the child seeks opportunities in his environment to exercise it. What he learns depends not only on what he himself brings to the situation but on the stimulation and guidance he receives.

What is happening to the potentialities for strong healthy bodies in the case of a group whose teacher writes of them as follows: "They often come without breakfast, yet by the time they get to school they have traveled a considerable distance. Naturally they are tired by nine o'clock in the morning, and really need to rest before they can do anything with their lessons." Would an Army examination ten years from now place the names of these children on the list rejected for physical deficiencies? What is happening to the intellectual potentialities of this group: "Their minds seem slow in grasping textbook abstractions. They can tell a lot about the farm animals and crops; they are acquainted with wild creatures. This shows that they actually can learn." What is happening to the social development of the children of migrant workers who are not accepted by the school groups of the communities where they live for brief periods, or to the more sophisticated youth spending evenings in the corner drugstore or poolroom?

From reports to the United States Children's Bureau for the year 1940, it is estimated that almost one per cent of the 17,000,000 children, between the ages of ten and sixteen years inclusive, are brought annually before juvenile courts as delinquents.²¹ Since 1936 there has been a steady upswing in the proportion of such cases handled by the courts. Many other offenders are never called into court.

And what of the potentialities of that all too large group of children and youth who leave school before completing the sixth grade? The eighth grade? The high school? What are they doing? What are their competencies? Why aren't they in school? At the last census there were thirty-six million children under the age of sixteen in this country. Another five million were sixteen or seven-

²¹ Kurtz, Russell H., Editor. *Social Work Yearbook*, p. 215. New York: Russell Sage Foundation, 1945.

teen years old, youth just emerging into adult life.²² The total is forty-one million, nearly a third of the entire population. Of these about twenty-six million were in our public schools.²³ Another three million were in various types of private schools.²⁴ There were approximately nineteen million children enrolled in public elementary schools in grades one to eight.²⁵ In the high school (grades nine to twelve) were about a third as many, something over six and one-half million.²⁶ Beyond the high school approximately one and one-half million were attending colleges and universities. Slightly more than half of this number are enrolled in publicly supported institutions.²⁷

The exact figures change as national conditions and occupational factors shift, but the over-all pattern continues. While the high school enrollment shows a marked increase over 1900, when approximately 520,000 youth were in attendance, we still are failing to hold two-thirds of our youth through high school. Positive gains have been made. But what of the nearly five million who did not go on to high school? ²⁸ What of the others who left at the close of the sixth grade? Why did they leave? Were there adjustments in family responsibilities and economic problems with which the school might have helped? Could they have been held by a program better suited to their needs? How long and what kind of contact with organized education is needed by children and youth of different capacities and concerns? These are questions which educators must face.

Every teacher can add examples to those just given. Every teacher must ask similar questions about the situations in which he is working with learners. To understand each learner, his potentialities, his desires, his needs, and to guide him effectively is the task with which education is faced as it discharges its responsibility

²² *Population Census*. Vol. IV, Part I, Characteristics by Ages, 1940, p. 8.

²³ *Statistical Abstract of the United States, 1944-45*, p. 233.

²⁴ *Ibid.*, p. 234.

²⁵ *Ibid.*, p. 233.

²⁶ *Ibid.*, p. 238.

²⁷ Badger, Henry G., Kelly, Frederick J., Blauch, Lloyd E. *Statistics of Higher Education, 1939-40 and 1941-42*. In *Biennial Survey of Education in the United States, 1940-42*. Volume II, Chapter IV, p. 14. U. S. Office of Education. Washington, D. C.: Government Printing Office, 1944.

²⁸ U. S. Office of Education. *Biennial Survey of Education in the United States: 1940-42*, Vol. II, Chapter II. Statistical Summary of Education, 1941-42, pp. 8, 31. Washington, D. C.: Government Printing Office, 1944.

for developing the nation's greatest resource, its children and youth. If the potentialities of the children in our schools are to be fully realized and all children are to find it worth while to continue their educational experiences, those who teach must be prepared to re-examine practice and make choices which will fit the needs of all. Shall the school continue to deal with abstractions or turn to things "they actually can learn"? Shall the school include evening recreational programs when none appropriate to the needs of youth are available in the community? Shall mid-morning and hot lunches be a part of the curriculum for those who come to school without breakfast? Shall scholarships or other financial aid be given to youth whose families cannot contribute to their continued education? What are the real needs and concerns of children on which they would gladly seek the guidance of the school?

The answers given to these and to related questions are directly affected by our knowledge of children and youth, the way they grow and the way they learn, and by what we as educators determine our responsibilities to be.

Growth and the Learning Process a Guide to Curriculum Development

What guides can those who study children give to the curriculum worker? ²⁹ While the most direct help comes to classroom teachers from their study of the individual learners with whom they have daily contacts, accumulated evidence based on the study of many children suggests certain underlying characteristics of child growth and development. These should serve as general guides to the curriculum worker and to the teacher as he designs the curriculum with his own pupil group.

Each Learner Is Unique

Basic to all other considerations is that of seeing each learner as an individual who has needs and problems not exactly like those

²⁹ The brief analysis in this chapter should be supplemented by a study of *Child Development and the Curriculum*, a companion volume written by Arthur T. Jersild and the Committee on Child Development of the Horace Mann-Lincoln Institute of School Experimentation. New York: Bureau of Publications, Teachers College, Columbia University, 1946.

of others in his group. Norms and averages, helpful though they may be in indicating normal expectancy for any age group, should not conceal the individuals from whom they were derived. Within one class will be found a child with high intellectual ability and another who finds the typical intellectual activity of the normal classroom a slow and often impossible task. There will be those whose genius for self-expression lies in their use of language, and those who paint, use music, or build with wood. Some will have sources of security and affection in family and friends; others will be seeking to satisfy these needs through classmates and teacher. One child will be a leader in group activities; another will tend to follow. There will be those whose pace is slow and deliberate and those who by nature are quick, active, fast moving.

Nor will there be an even development of various areas in any one individual. Rapid increase in height and weight does not correspond to growth in ability to think. Creative ability in one field does not guarantee equal capacity in another. Social maturity does not necessarily mean emotional control. Just as there are differences in rate of growth among individuals so there are differences within the same individual.

Children need to be understood and treated as the individuals they are, each with his unique potentialities and rate of growth, each with his own background, problems to be solved, specific habits to be formed, interests and curiosities to be satisfied. The curriculum must reflect these differences among learners. This is important if the essential democratic value of respect for personality is to be realized. It is important if natural growth trends are to be recognized and if the educational program is to foster the learning process rather than interfere with it or set up additional conflicts for the learner. Children and youth should be studied to discover their differences, not with the idea that these should be eliminated but with the recognition that much of the richness of living and many of society's significant achievements come from the wealth of diversity in capacity, interest, and viewpoint. Those who would aid children and youth in achieving maximum development are faced with the problem of building *a flexible curriculum geared to the needs and potentialities of individuals.*

The Learner Reacts as a Whole

While each individual is unique and the various aspects of his development are uneven, the "whole" individual is involved in every situation. The various components of a learner's make-up—physical, emotional, intellectual, social—interact upon each other. Tommy, in the kindergarten, listens to a story for ten minutes and then begins to squirm and to poke those next to him. Not intellectual inability to follow the story but muscles calling for activity are the source of the trouble. Mary Jane, usually a composed ten-year-old, bursts into tears when her suggestion for the class party is not accepted. What is the reason? Not inability to work with a group, but a quarrel at home which she overheard. Judy has changed in the past six weeks from a listless eight-year-old to one of the most fruitful sources of suggestions for group activity. She has at last found friends in a class of twenty where she was the only newcomer. John was a most responsible eighth grader. Now in the ninth he is moody, quarrels with his friends, spends as much time as he can away from home, passes off others' work for his own. Intellectual inability to meet the stiff college preparatory program which parents have insisted that he take is at the root of the trouble.

The child who is ill cannot give full attention and make his maximum contribution to plans for the day's activities. Something happens to the emotional reactions of the learner whose alert mind is forced to plod slowly over ideas already understood. Social relationships may be difficult for the slow learner who does not find in the regular activities of the classroom any sources of social approval.

It is true that some parts of the organism are more directly involved in certain situations than are other parts; that some experiences are primarily intellectual, others emotional, and still others chiefly motor. But in each situation the whole organism is involved and affected. Recognition of this fact means more than providing experiences in each category. There must be *a curriculum in which experiences are selected and guided with regard for their effect upon all aspects of each learner's make-up—intellectual, emotional, physical, social.*

The Normal Child Has Both Capacity and Appetite for Learning

The child's own development is a source of direction for the things he learns and does. As his powers unfold he seeks means of testing and using them. The normal child has not only the capacity to learn, but also a genuine appetite for learning. Consider the variety of learnings being sought in this first grade. Two children are bending over the aquarium trying to make the frog jump—"Just to see how his legs move to make him go so fast." Three more are clustered around the custodian as he repairs the light switch—"Why are you wearing gloves? What did you do that for? Will it make our lights go on again? Why didn't they go off in Miss Thomas's room too? What are those wires for?" Another, pencil in hand, is filling a page with his name—"Look, Miss Martin, I can keep it all on one line now." Still another is tapping the paint jars with a metal brush—"I can play a tune with them. Listen to the sounds I can make." New colors are being experimented with at the easel. In the library corner the pictures in a new book are being admired. In the playhouse a "family" goes about its business—creative imagination and social skills are both involved. On the playground children are climbing, skipping, jumping, learning to ride a bicycle or catch a ball, making friends, and learning to play cooperative games. Not only in the intellectual sphere, but in the aesthetic, the social, the emotional, the learner is seeking outlets through which to express his own developing abilities.

Depending upon his age, the child's own nature will impose different developmental tasks upon him. Think of the physical activity of the two- and three-year-olds, the ten-year-old's series of "why, how can it, which, when, what," the adolescent's social preoccupation with members of the opposite sex, or his emotional and intellectual concern with the development of a philosophy of life. All these are expressions of potential ability seeking an outlet. This is one aspect of "readiness" for learning. The adjustment of school activities to the maturity and experience backgrounds of learners has often been considered only in relation to how long to delay experiences or what background to build be-

fore introducing new areas of study. These adjustments need also to be looked at in terms of how best to provide experiences at the time when the learner's own nature causes him to seek them. At times the well-being of several other aspects of development may depend upon whether these pre-eminent growth trends have been recognized.

These concepts of readiness and developmental pre-eminence are important for curriculum workers as they face the problem of guiding children in the selection of experiences. Which of a range of possible experiences should be included in the curriculum? Which will capitalize on what the learner's own nature is seeking? Every teacher knows from first-hand experience what happens when the younger learner is asked to deal with abstract concepts and ideas at a time when developmental tendencies stress the need for direct contact with and exploration of the environment to answer the questions of "why, what makes it, how does it?" Jimmie, who several years later will seek and need to struggle with abstract ideas, will at this earlier period find his attention wandering from the work at hand and instead he may explore the inkwell, test his mechanical pencil, make plans for changing the brake on his bicycle after school, try to identify the planes going by, and perhaps make a paper plane. In terms of the learnings which his teacher is trying to help him develop, time is wasted for Jimmie. Bobby, who has the same developmental urges, has built patterns of assimilating material for which he sees little value. His energies go into memorizing the abstract material presented to him. This has been his way of meeting the demands made upon him by others, and one all too frequently more satisfactory to adults than Jimmie's way of responding. While outwardly he meets the situation satisfactorily, there may be equally great waste for Bobby in the building of negative attitudes toward education, in the development of tendencies to substitute mere words for understanding, and in the dulling of his powers to evaluate the relative worth of experiences and be discriminating as to the time and energy he should give to them.

Developmental needs seek an outlet. If the school does not provide adequately for these needs other channels within or without the school are sought. Some may be sources which provide positive guidance, others negative. Home and community, as well as the

school, offer outlets. The curriculum must be examined in the light of the learner's total environment with a view to providing opportunities for the individual to make full use of his developing powers—his developing motor skills, social adjustments, intellectual powers, emotional reactions. Those who are concerned with rounded and balanced growth, with the development of maximum potential abilities, must build *a curriculum which gives opportunities for rich and varied activities in every area of development.*

The Individual Learns Those Things Which Have Meaning for Him

Which of the many possible learnings results from an experience depends upon the way in which and the particular aspects of a situation to which the learner responds. To the learner the thing that arouses him, that sets a problem at his growth level, becomes his goal—a slide to be climbed, a doll to be dressed, a book to be read, an experience to be shared with a friend, a request to be made, a problem to be solved. It is in terms of his purposes that the learner identifies sources of satisfaction or dissatisfaction in an experience and draws conclusions for future action.

The learner's purpose is not always that about which he is articulate nor do his actions or expressions always reflect his real interests. Sources of motivation are many and complex. Needs for affection, security, membership in the social group; hunger, thirst, needs for rest or activity; emerging intellectual, motor, or social ability resulting from growth itself; interests, habits, attitudes, and values arising from previous experiences; challenges, stimulations, restrictions, or limitations in the surrounding environment—all may motivate. The resulting purposes may be clearly seen and stated by the learner, or acted upon although unexpressed.

Many motives may operate together and the learnings which result may be complex. Joe has been asked to write the editorial of the school paper. Not only his interest in putting a point of view before the school is involved but also the approval of his father who is a newspaper man, his social status with his group, his desire to prove to himself that he is a person who can carry out a job, and probably many other motivating factors. He is not only learning how to write an editorial; he is also forming judgments as to the

place and function of the press, deciding on the importance of meeting deadlines and carrying out obligations on time, learning ways of securing acceptance by the group, sizing himself up as a success or as a failure, as a leader or as one who must let others lead.

When child purposes and teacher purposes do not take the same direction, valuable learnings may be lost. Motives such as the desire to succeed, to become an accepted member of the group, or to satisfy intellectual curiosity can undoubtedly be used as a basis for much pupil activity. But the child trying to learn something for which he sees no other need may be contented with an accumulation of facts for their own sake or with the use of skills and understandings only in situations where teachers demand them. The perfect spelling paper from the child who sees no reason for taking the time to look up the words he needs for his story, and the accurate relating of the events of one historical period by the high school student who does not think to use these facts to throw light on the problems of a subsequent period are typical examples. In cases where the demands of the school program are even more frustrating to the learner's purposes, he may learn to dislike school, to use dishonest means to secure the needed approval or release from further study, or to memorize without understanding or thought. What has meaning in situations like these is to meet the requirements set up or to gain the indicated social or emotional satisfactions, not the functional use of the direct content being taught. While a child or youth may learn something of what is intended, his more lasting learnings may be increased ability to memorize, negative attitudes toward education, and disregard of fundamental honesty.

Meaning, in any situation, is also determined by the learner's maturity and his background of experience. This is another aspect of readiness for learning. Those who are helping to select the experiences which shall become part of his school curriculum must work with these two factors in mind. Readiness may be influenced by either one. Madeline, eight years old in the first grade and by all reliable mental tests not much above five in mental maturity, is not "ready" to read. George, five years old in the first grade and by all reliable evidence close to eight mentally, is not "ready" to read. In the one case the needed intellectual maturity is not yet there; in

the other there have been few books in the home and little contact with stories. George lacks the experiences through which books have come to mean adventure and fun to many children.

But readiness to learn is not a concept for the primary grades alone. Normal adolescent progress toward relationships with the opposite sex is in part a process of physical maturation. Social taboos, unwise teasing by the family, inadequate recreational facilities in the community, unfortunate social relationships at an earlier age, may all affect readiness for further experiences in this area. The high school youth who has never been beyond his self-contained community may need further experience before he is ready to study the problems of minority groups. The youth who has played with electricity all his life is ready to begin a different kind of serious and consistent study of it than the youth of the same age who has had no contact with such equipment. At each age the learner's biological development and his background of environmental experience affect the meaning which situations will have.

The experience background which gives meaning to a situation need not all be built through direct contacts. A child learns very early to understand situations in which he does not have first-hand experience. A group of four-year-olds may enjoy Mother Goose rhymes, a nine-year-old may read about the animals in Australia, a twelve-year-old may be engrossed in *Twenty Thousand Leagues Under the Sea*, and an adolescent may follow up an article about the solar system. The curriculum needs to capitalize upon this ability to adventure in realms where physical presence is impossible. At the same time, measures need to be taken to guard against the imposition of concepts and ideas beyond the abilities of those for whom they are meant. The capacity to extend experience through vicarious living is at one and the same time an opportunity and a handicap. Used properly it becomes a source for vastly wider experiences than those which are first-hand can ever provide. Used poorly it confuses learners with ideas beyond their comprehension and outside the realm to which they can bring understanding.

The meaning which the learner finds in various experiences also depends upon the degree to which he has shared in the planning. Only as learners express judgments on how they would like to proceed does the teacher gain the insight into their purposes which

makes it possible to give guidance at the point at which it is needed. Further, in situations in which learners have little share in directing their activities there is danger that the purposes which originally lead them to desire to explore a given situation will be set aside and perhaps replaced by an attempt to satisfy the teacher or in other ways to meet requirements that are extrinsic to the situation itself. Consider, for example, the study of the pioneers by a group of children who need the information for their share in a Thanksgiving festival, who have outlined carefully the facts they want and how they are going to get them, and who are at work according to their own agreements. Note the difference in the study of the same area by a group who have been told what facts they are to find, who have been given a notebook outline under which these facts are to be grouped, and who have been told what kind of pictures best illustrate the notebook. In both situations the same facts may be examined. But in the first the facts have meaning directly related to the purposes which caused them to be examined, whereas in the second the facts are of temporary importance, their meaning being related mainly to the satisfaction of requirements which are external to the subject being studied. In which case will the experience have more meaning for the majority of the learners? Which learners are more likely to use the understandings developed in meeting new situations?

Furthermore, certain other valuable aspects of growth are lost in situations in which children do not share in the planning. We are concerned about developing citizens who can make judgments and act in terms of reasoned thinking and democratic values. A changing democratic society, above all others, needs citizens able to meet and deal with new and different situations and, as needed, to plan with others in the cooperative solution of problems. If children and youth are to develop these capacities they need to have experience with them. In situations in which children have little share in planning, many valuable opportunities to develop these skills are lost. When the teacher takes full responsibility for all plans and the learners have no share in them, the pupils will doubtless learn some of the content to which they are exposed. They may also learn how to fit into the plans of others, not how to plan for themselves; how to be followers only, not how to be leaders; how to be

passive and submissive, not how to direct and guide situations when necessary; how to do only what they are told to do, not how to plan and do things themselves. As suggested earlier, for some learners there will be still other negative learnings—definite distaste for the area of study, techniques for managing the teacher in order to get the best possible record with the least effort, and perhaps dislike for school.

To give learners their share in planning is not to be interpreted as a suggestion that teachers relinquish their guidance or leadership responsibilities. The immature learner will not see in a situation the potentialities which the teacher can envisage and his growth will come only as new insights are developed and new purposes emerge. The teacher who best helps a learner to gain insight into wider implications, however, capitalizes upon the meaning which the learner now sees and the purpose which is real to him. Working through those channels in which the learner's interests and activities are already flowing, the teacher can assist growth far more effectively than he can by trying to impose a completely new direction and course of activity.

The teacher concerned with choosing and developing experiences which have meaning for his learners must consider the learners' purposes, felt or expressed; the experience backgrounds and maturity which they bring; the place of exploration by means of vicarious and real experience; and lastly, how the learners can best be guided so that they assume maximum responsibility for the direction of their own experiences. Those who recognize the significance of experiences which have meaning for children and youth must develop *a curriculum in which the concerns, needs, interests, and problems of learners become the source of their experiences.*

Development Has a Forward Look

Life itself has a forward look. Bases for action developed today will be called upon tomorrow. In order to guide development it is essential to know the individual as he is, to consider what he was, and to envision what he may become. The fact that development has a forward look carries another suggestion of importance to the curriculum worker. Experiences should contribute not only to

present interests but to sound bases for future action. This means, first, that consideration must be given to the variety of life situations with which learners are likely to have to deal. Understandings and skills are developed through experience. Those who are concerned with the learner's ultimate ability to deal with life situations cannot leave any major area of human experience untouched. This calls for the selection of experiences to provide for growth in all major areas of human living, for the selection of experiences in terms of balanced growth. This means growth in the various components of the learner's make-up, in dealing with experiences in the various areas of human concern. Further, when choices have to be made within an area, thought should be given to those situations which are persistent or recurring, rather than to the immediate, transitory, or unusual.

Another consideration arises from the question of the kind of learning which is most likely to provide sound bases for future action. Specific facts learned in isolation can be used again only when a like situation directly calls for them. Concepts and generalizations derived from a study of facts in relationship are more likely to be applicable in a wide variety of situations. Their usefulness, however, depends upon the way in which they are developed. Concepts and generalizations grow slowly. Their meaning expands as the learner faces other situations in the same general area, and as he is helped to test out and refine his previous understandings in the light of new evidence. This means not one contact only with an area of experience, but repeated contacts and help in analyzing them as each adds to the learnings that arose out of the previous experience. Continuity of experience must be redefined in terms of growing generalizations and their appropriate use in new situations rather than in a sequence of subject matter.

The same general principle applies to the development of skills. A specific skill, drilled in isolation, is not likely to function as well in later situations as that skill which has had repeated use as a variety of problems have called for it. Moreover, the technique itself is better understood and tends to be used more functionally when it has been developed through situations which have helped the learner to understand the principles on which it operates.

The test of growth is the learner's ability to put his learnings into

operation successfully in new situations. Molly and Dorothy were responsible for bringing back reports on two aspects of a class project. Molly went to the library, traced down possible source materials and returned with a comprehensive report giving the needed information. Among other things, she had discovered a discrepancy in the information given by two authors and had gone back to several other sources to check her data. Dorothy copied the information available in the classroom textbook. What previous generalizations had been built regarding the use and validity of resources? What previous experiences had Molly had which helped her build sound methods of work? On a picnic the car refused to start. Bill, who had never "taken" science, fixed it without difficulty; John, who "had" physics and chemistry, was lost. In which boy was functional science operating? Teacher and children turned to Allen when things were out of order in the sixth grade room. The school had not helped him build the needed motor skills, but his father's shop was open to him. Larry, in charge of the second grade post office, grew tired of making change laboriously and made a set of tables indicating the proper charges to be made for various quantities of stamps sold. Was this a more important learning than memorizing the multiplication table would have been? What understandings of number relationships does he have for future use? This final challenge to the curriculum worker calls for *a curriculum that is developed to meet present needs in such a way as to build bases for sound choice and action in the future, to build the needed urge to use these bases for action in major areas of life.*

The principles which have just been discussed suggest that social values are achieved through a curriculum which has the potentialities, needs, and maturities of children and youth as its core. Those who design the curriculum must select and guide experiences in harmony with the best that is known about children and youth and the way they learn.

READINGS

CASWELL, H. L. *Education in the Elementary School*. Chapter V. New York: American Book Company, 1942.

DOANE, D. C. *The Needs of Youth: An Evaluation for Curriculum Purposes*. Contributions to Education, No. 848. New York: Bureau of Publications, Teachers College, Columbia University, 1942.

- JERSILD, A. T. *Child Development and the Curriculum*. New York: Bureau of Publications, Teachers College, Columbia University, 1946.
- JOHN DEWEY SOCIETY. Eighth Yearbook. *The American High School*. Chapters II, V. Harper & Brothers, 1946.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. 38th Yearbook. *Child Development and the Curriculum*. Bloomington, Ill.: Public School Publishing Company, 1939.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. 41st Yearbook. *The Psychology of Learning*. Bloomington, Ill.: Public School Publishing Company, 1942.
- PLANT, JAMES. *Personality and the Cultural Pattern*. New York: The Commonwealth Fund, 1937.
- PRESCOTT, D. A. *Emotion and the Educative Process*. Washington, D. C.: American Council on Education, 1938.
- White House Conference on Children in a Democracy: *Final Report*. U. S. Children's Bureau. Washington, D. C.: Government Printing Office, 1940.

IV

The Curriculum for Learners in Our Times

CHILDREN AND YOUTH are the greatest resource of our nation but their full potentialities will be realized only through a curriculum designed to meet their needs in today's world. Capacity for understanding others can become the quality of a democratic leader or the resource of a dictator, gang leader, or political boss. Artistic ability can be used either to build national parks or to design the billboards which conceal the beauties of our land. Sensitive fingers are essential to the surgeon as well as to the pickpocket. Ability to reason can be turned toward the problem of international peace or toward the destruction of the world by atomic energy; toward methods of using facts to solve social problems or of distorting them to gain individual ends.

The same youth may come to hate education or to see and seek it as a fundamental resource throughout his life. The same child, grown to manhood, may give freely of himself and his services for the good of his fellows or he may use his special abilities solely for selfish ends. The same child may grow in power to think for himself and to take a position on issues in terms of principles or he may have that power stifled to the point where he becomes a chameleon following the dictates of his immediate environment.

The direction of growth, it has been indicated, will depend on how effectively the curriculum worker is able to take into account the best we know both about the values and needs of our society and about the developmental tendencies of children and youth and the way they learn. In a democracy there should be no conflict between the needs of the individual and those of society. The ulti-

mate welfare of the social group depends upon the development of the potentialities of children and youth in ways which are both individually satisfying and socially useful. Those who design the curriculum of childhood and youth work always with a double objective in mind: (1) to plan the curriculum so that each individual has the opportunity to capitalize upon his potentialities, and (2) to guide this development to make a maximum contribution to society's well-being.

When the curriculum implications of the "best we know" about our learners and of the society in which children and youth are growing up are seen in relationship, with full recognition being given to each factor, the characteristics of the curriculum needed for learners in our times begin to emerge.

The Challenge of Children and Youth Growing Up in Our Society

The survey in Chapter II of the situations with which all persons in our technological society must be able to deal called for the development of citizens able to meet the complex problems of family life, of civic-social life, of work life, and of leisure time. It called for citizens able to act in a changing world in which these problems persist through life and appear in many forms and under very different circumstances. It asked for recognition of the fact that children and youth have an integral part to play in many of the daily life situations related to these areas. It pointed to the need for citizens with high moral values. "Thinking men," responsible for choices made and action taken, aware of the bases on which they act, and committed to use a scientific approach to problems; "equal men," each having opportunity to assume the rights and responsibilities that are his, each recognized as an individual of unique worth, each having opportunity for maximum development; "co-operative men," using individual powers constructively for the common good, using democratic processes to secure the maximum contribution of all for the social good—all three are needed if our democracy is to be preserved.

These indicate the nature of the goals and values we are seeking. What are the implications for curriculum development when these

goals are considered in relation to what is known about the nature of children and youth and the way they learn?

Chapter III emphasized that the individual learns those things which have or can have meaning for him, those things to which he responds and in terms of which he acts. This implies that in a curriculum designed to develop "thinking men," able and willing to deal with life situations, children and youth will be given opportunity to deal with the fundamental problems of our society in situations which have meaning for them. Starting with the situations which learners are facing, it becomes the responsibility of education to give new meaning and direction to the commonplace activities of everyday life in the home, in the school, on the street, in the neighborhood, in the larger city and world community. Further, citizens able to act in a changing world will develop only as they are given guidance in meeting the variety of life situations, and as they are helped to deal with them so as to build understandings and generalizations as bases for action in meeting the changing aspects of these situations. Likewise, if the curriculum is to be designed so as to develop "thinking men" who use a scientific approach to situations, the learner's method of solving his immediate problem must be one which helps to develop this ability. "Thinking men" who can meet the problems of a changing world are those who have learned to make flexible, creative responses, not responses which are habitual or patterned. Ability to act on reasoned conviction is taught as truly as is the ability to read. It requires opportunities to select, plan, carry forward, and evaluate experiences—opportunities to make increasingly better judgments about the situations of everyday living.

The full potentialities of our citizens, as "equal men," will be developed only through a flexible curriculum geared to individual needs. "Equal men" will grow through opportunities for rich and varied experiences, through experiences selected and guided with regard for their effect on all aspects of the learner's make-up.

Like other learnings, the understandings and abilities needed by "cooperative men" are gained by having opportunities to work in various cooperative relationships. This points to a curriculum providing opportunities to share talents and interests with others, to follow and to lead, to carry out responsibilities assumed, to develop

increasingly effective techniques of cooperative action. In cooperative relations, as in others, individuals, if they are to accept democracy as a way of life, must experience it.

These are, in summary, principles which should be reflected in the curriculum developed for learners in our times. What is the nature or over-all concept of curriculum development indicated? What are some of its most important characteristics as it functions in the education of children and youth?

The Resulting Concept of Curriculum Development

No fixed pattern or set sequence of experiences can characterize the curriculum designed in terms of the situations which are of concern to children and youth. At various stages of development, with widely differing backgrounds of experience, they come to school with interests and concerns that are important to them—how to fasten the rudder on an airplane, what to feed a pet turtle, whom to elect as captain of the baseball team, how to keep a classmate from teasing, what makes the airplane fly, what is needed to make the classroom a pleasant place in which to live, where the family should go for the summer vacation, how to fix the family doorbell, how to interpret the headlines in the daily paper, how to provide refreshments for the coming high school “formal,” whether to complete a committee assignment or go out with the “gang,” how to organize work on the school paper, what part to take in a community clean-up campaign. These and many others are the situations which have meaning for children and youth. In some cases they are the problems and interests of individuals and in others they are the concerns of groups. In some situations the learners themselves have clearly formulated purposes, in others they are inarticulate. The curriculum design for any one learner or group of learners lies in the sequence of experiences which results as teacher and learners work together on individual and group concerns of everyday life. According to this concept, curriculum development is an ongoing process. The learner’s real curriculum emerges through the teaching-learning process, as teacher and learners work together on problems which have meaning for them.

Curriculum development so conceived, however, is not to be

thought of as shifting and aimless, contingent upon the whims of individuals. On the contrary, the concept is one concerned with a curriculum which has the essential qualities of design—unity, balance, focus. A basic premise is that the present needs of learners must be met in such a way as to provide sound bases for future action and that this must be done through situations which reflect the variety and complexity of life problems. Adequate teacher guidance in this process requires planning in advance with full regard both for the individual learner and for the goals of our society. On the one hand there must be concern for the fundamental needs, conditions, and problems to be dealt with if the values for which our society is striving are to be realized. On the other hand there must be recognition of that which has meaning for the learner now. *The learner and the society of which he is a part are brought into relationship and the needed synthesis achieved when the situations of everyday living which children and youth are facing are seen as aspects of persistent life situations with which all members of society must be able to deal.* Everybody is concerned in some measure with such fundamentals as keeping well, making a living, getting along with people, adjusting to the natural environment, developing a sustaining philosophy or set of values. These and other areas of concern both to the individual and to society tend to persist, although the experiences through which they are met vary with circumstances and with the background and maturity of the individual. The little child, for example, facing the problem of keeping well is primarily concerned with adjusting to family and school health patterns and develops only simple understandings as bases for what he does. The adolescent takes on a much larger responsibility for his own health as his concerns and activities are extended to include such problems as those of weight and skin condition important to attractive appearance, of the routines required for membership on the athletic team, of whether and when to begin to smoke. He needs exact knowledge in many more areas as well as more fully developed concepts of the relationship of good health to effective living. The adult takes on a wide variety of family responsibilities and extends his activities in relation to health to the national and world scene. Each at his own level needs guidance if he is to meet daily health problems effec-

tively. Each, as he grows, needs further guidance in order to develop the deeper insights and understandings commensurate with the increased complexity of the problems he faces. Education must concern itself with helping the learner deal with his present concerns in such a way as to make a constructive contribution to his growing ability to meet new problems in which another aspect of the same persistent life situation recurs.

Listen to the same concept expressed in the words of a high school youth. "Let's get more specific. Learning a foreign language is education. So is learning to use a telephone, to sing, to sit straight at the dinner table. All of these ideas can be pulled together into one single statement of what education is. Think about it for a while. Education is the process of learning how to live, in your day and age and society. Teaching this is the one and only job of high school. Everything fits in: academics, athletics, student government, arts, drama, social life. That's why they're all part of school."¹ If the function of education is to help children and youth to make the greatest possible contribution both to their own development and to that of the society of which they are a part, it must help the learner to see in his experience both the individual and the social significance which has meaning for him at his maturity level.

In this concept of curriculum development the content of the curriculum consists of the everyday problems of learners seen in the light of the persistent life situations of which they are a part. These situations of everyday living take the place of "subjects" and the varied other foci of curriculum development. *The scope of the curriculum lies in the range of the persistent life situations with which every individual deals in some measure; its sequence and continuity, in the changing aspects of these persisting situations as the learner moves from childhood into the full responsibilities of adulthood; its contribution, in widening horizons and in relating individual needs and those of society.*

This position recognizes that it is possible to help learners to grow in ability to deal with a particular persistent life situation—to reach the same basic understandings and ways of behaving—

¹ Editorial in "Highlights" (weekly newspaper published by Lincoln School, Teachers College, Columbia University.)

through guided learnings arising out of a variety of experiences. No two learners, or groups of learners, will necessarily face a persistent life situation in exactly the same way. The problem of adjusting to weather conditions, for example, is a recurring life situation which cannot be escaped; yet it arises in many ways. From the situation faced by a group of learners in California concerned about protecting the orange groves from frost and the discussion by North Dakota children of varieties of garden produce which ripen early, many of the same fundamental understandings may develop. This is true not only of groups but of individuals. Growth in ability to make one's ideas clear to others—an ability necessary in any co-operative undertaking—may be contributed to through requests for help in building a toy boat, through reporting to others the results of reference reading, through planning class activities, through writing for the school paper, through electioneering for a candidate for the student council. Different children reach the same understandings through different experiences. Sally arrives at basic health concepts through her work on the health committee appointed by the student council, Jane through being responsible for reporting the recommendations of the committee to another class; Peter learns about wiring as part of his responsibility in the class play, Jim through constructing a radio and watching the building of the new house across the way; Gladys develops concepts about other people through letters from her brother in China, Paul through the family next door recently arrived from Australia.

An essential characteristic of the curriculum developed in this fashion is that its focus is upon the gradual building of concepts, understandings, and skills through experiences arising out of daily life situations as they actually occur in the lives of learners rather than upon the development of these concepts through the study of designated areas of subject matter or the exploration of a prescribed sequence of problems related to major areas of living. The experience actually faced indicates the starting point, the persistent life situation or situations involved in the immediate concern give the clue as to the direction in which the experience is guided.

The possibility of realizing the same basic understandings and ways of behaving through a variety of experiences is significant for the teacher who recognizes the range of individual interests within

a group. While granting that some values can best be developed through common experiences, this concept points to provision for individual needs and interests through work on different aspects of a situation, through different approaches and ways of working, through recognizing the right of individuals to bring different purposes to a common experience. The concept also suggests the inclusion in the curriculum of widely varied individual experiences, experiences which will help individuals to realize the same basic understandings and abilities. There need be no essential conflict between individual and group interests.

The teacher has a major responsibility in the curriculum designing process. He is the one who, with the help of parents and others acquainted with the children, brings the greatest insight into the ramifications of the situations faced by the learners. It is his awareness of persistent life situations as they appear in the lives of his pupils that determines how rich their experiences will be. It becomes his function to help learners to see the implications of their problem and to explore its ramifications, to relate past experiences to present, and to test present decisions in the light of their consequences for individuals and groups. It is also his function to be sensitive to persistent life situations in which learners have developed little understanding or competence and to identify in their daily living concerns which, under proper guidance, make a contribution to needed growth. It further becomes his responsibility to provide a stimulating environment which, through creating new interests and concerns that have genuine meaning for the given group, will enrich the daily living of the learners.

Fundamentally, therefore, *this concept of curriculum development is one in which the basic problems and situations of everyday living in our democracy, which are central in life itself, also become central in the education of learners.* How to work cooperatively with others, how to select one's leaders or representatives, how to use resources intelligently, how to respond to constituted authority, how to bring about needed change in regulations, how to develop "internal resources" (sources of aesthetic satisfaction, personal values) to balance the demands of an industrial society—these and many others, dealt with as learners face them, become the fabric from which the curriculum develops. Billy in the first grade

learning how to share hammer and saw with his fellows; Jane in the tenth grade working cooperatively on a committee building stage sets; Dorothy in grade four discovering that she cannot serve the group as its treasurer unless she is a better mathematician; the twelfth grade electing a class president; the fifth grade facing an early paper shortage because of thoughtless use of the supply of paper allotted to them; Bill and a committee of eighth graders talking with bank officials regarding plans for the school account; sixth grade Jim appearing before the student council for disobeying the safety regulations in the use of bicycles; tenth graders reacting to the local curfew law established as a means of curtailing juvenile delinquency; the ninth grade discovering that instruments of communication can be used to make tremendous changes in public opinion; a group of twelfth graders deciding whether to discuss with the local hotel the matter of discriminating against certain members of the class; the folk dancing group in the junior high school; Dick searching for records to accompany his playing on the clarinet; Grace struggling with the conflict between the values held by her family and those governing the activities of her crowd—these are situations central in living in our democracy as they are reflected in the activities of learners. It is not education for democracy but education in democracy, with full regard for the worth of each individual and recognition of the nature of his growth, of those things which do and can have meaning for him. This concept of curriculum development recognizes that the nature of the learner's daily living at any stage of his development is important to the society of which he is a member.

The characteristics of the curriculum developed in the light of this concept warrant further clarification. They are guides for the teacher both as he envisions and plans a tentative curriculum for his learners and as he designs that curriculum in cooperation with his learners. The remainder of this chapter indicates in greater detail the implications of this concept for such major curriculum problems as choice and organization of experiences, continuity and balance of experiences, the place of organized bodies of subject matter and the skills. Subsequent chapters enlarge upon means of implementing these general characteristics in practice.

Characteristics of the Curriculum Developed with Learners

Life Situations Faced by Learners Are Central

The school curriculum, then, like the learner's out-of-school curriculum, centers in individual and group concerns of everyday living that are meaningful to children and youth in the world in which they live. They are the situations with which the individual or his group is trying to deal—caring for wraps or other personal property, sharing materials with others, deciding how to spend an allowance, keeping clay moist for the needed period of working time, working effectively as a member of a group, deciding how to spend free time, considering the implications of governmental legislation for the general welfare, securing information to supplement a newspaper report about life in another country. These are typical of the experiences and situations with which education must deal. They are the situations and experiences which have meaning for learners, for which they are ready, and from which maximum learning will result.

However, dealing with situations which are of concern to the learner is not to be interpreted to mean that the curriculum develops only around "expressed" needs and interests. On the contrary, it also grows out of the teacher's best insight into the real problems with which the learner is trying to deal. What of the shy child whose need is to learn to work as a cooperative member of a group, but who repeatedly slips into a corner to read? What of the youth who accepts without question community or parental attitudes on social issues? Consider also the group who may be securing little or no guidance in budgeting money, or the children who may have inadequate bases for selecting food from within the range of possibilities which their economic level allows. The city child may face problems of the use of restricted play space without realizing that steps can be taken to remedy the situation. The learner seriously handicapped through lack of skill does not necessarily see this need. These are problems which are just as important for total development as those about which learners may be articulate. The teacher

must constantly study his learners in order to identify the life problems with which they are actually trying to deal even though inarticulate about them, and to help them to select and explore those which are most important for maximum development.

Nor should this concept of curriculum development be interpreted to refer only to situations within the learner's direct experience. The radio, the newspaper, the rapid increase of informational materials in many areas, have opened for children and youth a world far wider than that which first-hand experience allows. Experiences vividly told in print, materials made real through dramatization, and the use of auditory and visual aids are as truly situations of concern as are those which occur in the immediate environment. Nevertheless, this does not justify adult-imposed experiences or bodies of information. It suggests, rather, that the boundaries of the learner's exploration into vicarious living be set by those situations which have real meaning for him, can be accepted by him as worth while, are within his maturation level, and can therefore be vital learning experiences for him.

The experiences of both individuals and groups find a place in a curriculum developed in this fashion. Some situations will be the concern of the entire class—participation in all-school activities, concern about community enterprises, interest in local or national events, the purchase of new books for the library, decisions as to convenient arrangement of classroom furniture, the allotment of special responsibilities to various members of the group. Other concerns will be those of individuals or small groups—two children who wish to construct a radio, a small group excited about learning more of Stephen Foster's songs, one child with special artistic talent trying out a variety of media, a budding scientist reading all he can find about electricity, a youth deep in the chemistry of photography. Time and opportunity for activities as varied as these must be provided. Total group, small group, and individual activities make up the work of the day.

A Process of Designing, Never a Fixed Design

Since it grows out of the experiences of learners, the curriculum will always be developing and flexible. It is not possible to predict exactly when or how a given group of learners will face a particular

problem. To differences occasioned by the variations in individual rates of maturation are added those resulting from the lives they have lived, the particular experiences they have had, the homes and communities in which they have grown up. The choice and organization of the experiences of any one group, therefore, will grow out of the situations of home, school, and community life as they are faced by that particular group.

The situations selected for study within any one year will vary both for groups and for individuals within groups. Learners will come to school with more problems, interests, and concerns than can be fully explored in the course of one year. It is the function of the teacher to help identify those which are of greatest importance to the group and to individuals, both in terms of the immediacy of the problems themselves and in terms of the balanced growth which will result.

One basis of choice will be the degree of concern.² For example, the consideration of vocational problems may be an important part of the curriculum of the upper elementary grades in those schools where pupils must make vocational decisions at the close of the eighth grade. On the other hand, in schools where youth continue on to high school and to college the problems in this area may not become a matter of concern to learners until late in high school or for some even in college. Expanding insight into persistent life situations is developed at the time when daily life experiences demand increased competence and understanding.

This implies also that the entire class group need not necessarily work together on all problems. In the school where some eighth graders are seriously considering vocations, a number whose educational plans include high school and college may not participate, or may spend the same amount of time considering the educational experiences most suitable for them in terms of the colleges to which they plan to go. In other situations individual interests will be made subsidiary to those of the group. The entire class, for example, might investigate the nature of propaganda in order to solve a problem of general concern arising from a discussion about the degree to which news articles are reliable. Those who design the

² For a more complete set of guides for selecting curriculum experiences, see Chapter VI, p. 311.

curriculum with learners must know when to differentiate educational experiences in the light of varying pupil needs and interests.

Of two problems of equal concern to the group, the choice may be determined by the fact that one has a greater potential contribution to make to balanced development. A group of ten-year-olds was interested in finding what the community was doing in a drive to control flies and mosquitoes. These children were also becoming concerned about the appearance of their classroom. At about the same time other groups told them that they were making too much noise as they went through the halls. These children had already carefully studied the problem of fly control in relation to screening the school lunchroom; hence the first concern was dealt with very quickly. Up to this time they had had little opportunity to do anything about the beauty of their surroundings and in the next weeks considerable time was spent in making and carrying out plans for redecorating their room. Although they themselves were not especially concerned about quiet in the halls, this was a control well within their maturity and needed if they were to be responsible members of the school community. This also became part of their curriculum. The concerns of learners must be looked at in the light of needed growth in dealing with the range of persistent life situations.

The approach to persistent life situations will be as varied as the individuals and the groups themselves. For example, the problem of dealing with members of a minority group may arise early and keep arising at frequent intervals with children in a metropolitan area. In a homogeneous farm community the learner who may have no first-hand contact with minority group situations until he enters a large high school meets the problem vicariously through family discussions, the radio, the newspaper, and books about persons with other backgrounds, customs, or beliefs. In developing a curriculum in terms of persistent life situations, the teacher's role in identifying the way in which the situation is faced by a specific group is a most important one.

Since the activities of the group grow out of the way they face the problem, persistent situations will be dealt with through experiences in one group which are very different from those of another group. The activities and experiences of a class whose concern

about minority groups has arisen through contacts with members of another race will obviously be different from those of a second class whose interest has been aroused by religious intolerance. Further, the child who is a member of the minority group faces the experiences in a different way from those who belong to the majority. In each case many of the same values and basic understandings will result, yet the experiences are determined by the actual situation faced by the particular group.

The aspect emphasized, as well as the amount of time given, will vary with individuals and groups. First, the immediate concern will be looked at in the light of its potential contribution to increased understanding of one or more persistent life situations. A first grade and a sixth may both be intrigued by the new power plant being built on the local river. While some recognition of this concern would be given in each group, a much greater contribution to understanding of the problems of using sources of energy to serve human ends can be made by extensive exploration of the problem with the older children. Second, since persistent life situations recur, a group may face a new aspect of a situation for which they already have considerable background. This fact also influences the amount of exploration desirable. A group which has previously had little need to keep accounts might spend several weeks learning the techniques when placed in charge of the school store, whereas the children who have managed the store might shift to the school bank without spending much extra time on the accounting aspect of their problem. Third, aspects of several persistent life situations are likely to appear in one problem. The group who turned from caring for the school store to working in the school bank may not need to learn much more about accounting, but they are in a situation where many new learnings about the function of banks in our economic structure, the nature and type of investments, basic business practices in the exchange of money, and the like are significant. The immediate problem must be considered in relation to all the persistent life situations to which it might contribute. All aspects of a situation need not call for extended study. There will be times when present competencies and understandings in one area are quite sufficient.

The amount and kind of additional information needed would

not be exactly the same for any two groups facing similar situations. When the school curriculum concerns itself with situations of everyday living it is dealing with problems to which home and community also contribute. One group, for example, may profitably spend considerable time on problems related to nutrition which arise from the school lunch program, while another may gain the same essential understandings in a much shorter period in the normal course of living in homes where these problems are considered as they arise. The school curriculum is responsive to the total growth needs of the learner and varies in the light of the contributions of other agencies.

Underlying this discussion is the implication that learners will share in the selection and development of the experiences which make up their curriculum. They are the source of the experience; the actual situations they face and the background they bring indicate the general nature of exploration which seems to be appropriate; the specific experiences through which the situations are studied are determined as teacher and learners together investigate the problem.

Persistent Life Situations Are the Guide to Balanced Development

The fact that this concept of curriculum development makes it possible to deal with situations when and as learners face them does not mean that significant aspects of growth will be neglected or denied. The range and variety of the persistent life situations with which all persons inevitably deal and in which all need to develop competence serve as the criterion against which balanced or rounded development is evaluated. It is not sufficient to deal only with that which is "immediate," "crucial," or "focal" with the individual or group. It is a function of the teacher to guide learners in going beyond the immediate situation, helping them to become aware of related problems, to see further implications of the immediate situation, and to grow in ability to deal with the persistent life situations which are a part of it. It is the responsibility of the teacher to assist the learner in identifying areas in which he needs experience and competence and of which he, himself, may or may not be conscious.

As a guide in this process, it is possible to make an analysis of the nature and range of persistent life situations, the recurring situations with which persons living in our society are dealing and those which will become part of their living as we move toward the more complete realization of democratic values. In addition, through extended study of children and youth, it is possible to indicate a number of the typical situations of daily living in which learners of various maturity levels are most likely to face these persistent life situations.³

With such an analysis as a guide, it becomes the responsibility of each teacher to study his learners and to identify those persistent life situations with which they have had little or no contact and in which they lack needed understanding and competence. In so doing he must look at the total growth of the learners, appraise the learnings coming through experiences in the home and through other educational agencies in the community, and must plan to supplement and expand these experiences so that balanced growth results. And in the light of what he finds he raises questions, brings new experiences into the lives of the learners, helps them to become aware of new possibilities, and in other ways guides them in seeing and exploring beyond the immediate problem.

In one situation rich opportunities for aesthetic expression and appreciation may be provided by community agencies, while in another these may become almost entirely the responsibility of the school. In one high school the guidance needed as adolescents try to develop a personal philosophy may be very strong in home and church; in another young people may depend almost entirely on the teacher for help. Individuals within the group will also have varying needs. In the case of the child whose interests are mainly academic, the school might properly encourage exploration of group activities and aesthetic expression. The youth who is given few home responsibilities involving money management might well be given extended experiences in this area in school. Developing a school curriculum around the situations which have meaning for learners, seen in the light of persistent problems of living, involves consideration of ways to acquaint children with new experiences which will enrich the total pattern of their living.

³ For the analysis made by the writers see Chapter V.

It becomes a further responsibility of those who would develop the curriculum with learners in this fashion to continue to grow in their own understanding of the situations with which persons living in this industrialized democracy must be able to deal. Teachers must see the interrelationships among these situations and develop new insights into ways in which learners of various maturity levels are most likely to face them.

Persistent Life Situations Give the Basis for Continuity

Persistent life situations are continuing threads through life, taking on wider meaning as the learner matures and his interests and needs change. This defines the basis for continuity of experiences. The curriculum must concern itself with varied aspects of the same situations over a number of years. For example, the basic problem of "what shall I eat" gradually moves from concern for "why can't I eat candy now" by the very young child, to "why do you say vegetables are good for me" by the somewhat older child, to "what effect does diet have on my complexion" by the high school student. All are aspects of the same problem, aspects made real by the changing interests and maturing needs of the individual. As he meets a new aspect the learner should receive help. When the changed nature of the situation is recognized, there never can be exact repetition of the experiences through which the learner is helped to deal with it. Continuity, in this concept, lies in the sequence of experiences resulting from the expanding needs of learners.

Continuity is achieved for the learner as he is helped to use past experiences in dealing with those of the present. Back of this is the teacher's recognition that past and present experiences are contributing to an expanding concept. The child who learns to care for his wraps may be developing some understanding of the processes of conservation. Earning money for Christmas gifts can build toward economic competence. Electing a student council representative is a forerunner to electing a president. Continuity, then, also lies in the extension and widening of concepts as new aspects of a persistent life situation are dealt with.

This means that there can never be an exact allotment of prob-

lems or situations to specific grades. Like meaningful experience, continuity lies within the learner and not in external logic. It is achieved because life itself has continuity and because aspects of life situations appear again and again in different combinations and under different circumstances. It is through the identification in the life of the learner of the recurring experience, through expanding his insight into the new aspect of the problem and into its interrelations with other problems with which it has not previously been connected, that continuity of learning is assured. This concept means that at any stage in a learner's development there may be areas of living in which there is uneven growth or at times no growth at all. Adequately to expand a learner's insight into the aspect of the situation which he now faces means that he will be helped to fill in gaps at a time when the new learnings have meaning for him. When continuity of growth and balanced growth are considered together no persistent life situation will be given undue emphasis at the expense of others.

Life Situations Are Guided Toward Action Based on Understanding

The emphasis in the preceding discussion has been primarily upon the source of the learner's experiences and the range and variety of the experiences with which the school curriculum should deal, and only incidentally upon the learnings toward which these experiences should be directed.⁴ This section and the two which follow turn to general considerations related to this point. Implied repeatedly in the preceding sections has been the teacher's responsibility to guide the learner in dealing with his experiences in such a way as to develop values, understandings, and ways of behaving which give him bases for meeting new aspects of these situations. The solution to a specific problem is not enough. Having the experience in and of itself is not enough, for there will be intelligent behavior only as men think about and understand their experience. Even direct experience with the ravages of war—physical suffering, loss of those most near and dear—does relatively little to change behavior permanently. Those beaten down and made to

⁴ For a further discussion of guiding learners in developing generalizations, see Chapter VI, p. 358.

suffer at the hands of a dictator all too soon willingly accept or even seek another dictator. In emergencies and disasters, such as fires and floods, people work cooperatively under the impact of a situation that highlights the interdependence of men. But lacking individual or group thinking about the meaning and significance of their action there is little conscious effort to work cooperatively in other situations. These same persons are often unwilling, if not negative, in responding to equally needed cooperative action in a community housing project or in proposed community action in meeting the problem of juvenile delinquency. More than vivid, vital experiences is needed. Only as men think about and comprehend their experiences—study them and arrive at basic understandings and generalizations—do they develop changed behavior based on sound decisions which go beyond the immediate situation. In meeting new situations we draw most heavily upon the generalizations and basic understandings which have emerged from previous experience. A re-design of education will mean little unless experiences are guided toward action based on understanding.

These basic understandings cannot be taught directly. They have operational value only as they are arrived at by the learner as he sees interrelationships among the elements in his experiences. The learner arrives at generalizations as he is helped to face situations in which he must draw conclusions in order to solve his problem. In helping a child or a youth to build the generalizations needed in dealing with persistent life situations the teacher helps him to see facts in relation to these situations. Learners of any age can become interested in a wide range of facts if these are presented in a way which suggests something new or different. The small child and the adult tourist alike are interested in the unique and novel about the American Indian or a foreign people. When the concern or interest, however, is mainly to satisfy curiosity about the new or different, the learnings which result are likely to be centered primarily on the new or different elements. Often they are unrelated items of information which may or may not be useful in dealing with other life situations. Facts amassed for their own sake do not necessarily lead to the development of needed concepts. Their contribution to functional growth depends upon the extent to which learners see how they can be applied in life situations. For

example, children who merely study the kinds of occupations engaged in by the Chinese people may learn a number of correct facts without much understanding of the problems faced by a nation in transition from an agricultural to an industrial economy. The same group, concerned about why news and magazine articles so frequently mention hand labor when referring to the Chinese people, may learn many of the same facts about occupations but they cannot solve their problem without going on to draw some conclusions regarding industrialization. Facts about occupations, ways of living, kinds of food, and the like are apt to contribute little to fundamental understanding of persistent situations of living unless they are used in drawing conclusions needed to solve real problems. Experiences designed simply to satisfy curiosity have their place in the curriculum but, if the greatest amount of functional growth is to be realized, most experiences should be selected and guided with reference to other persistent life situations involved.

Generalizations take on added meaning as learners are helped to use and extend them in a variety of related situations. Working with others is a persistent life situation. A learner faces this situation in undertaking committee responsibilities, in playing on the school team, in taking part in class activities, in working on the school paper, in sharing in an assembly program, in serving on the school council, and in many other ways. An understanding basic to effective participation in any of these situations is that real cooperation is based on ability as well as willingness. This understanding is not often arrived at through one experience alone. Its meaning grows as the learner is helped to analyze situations in which others meet group obligations successfully or fail because they accept responsibilities for which they have little or no competence, or as he appraises his success or failure to carry his share of a cooperative enterprise. The resulting understanding can have a fundamental bearing on many life situations which he will face. It may make the difference in his becoming a "joiner" rather than a functioning member of organized groups, in his attitude toward accepting membership on professional committees, in his response to work done by specialists, and even in the care he takes in not expressing opinions unless they are backed by careful study of the facts. It is the function of education both to help learners draw sound generaliza-

tions from their experiences and to help them apply these basic understandings appropriately in dealing with subsequent experiences.

One situation may contribute to several basic understandings. A high school group studying world security and peace are not only building certain generalizations about cooperation as it relates to their working together but are extending these understandings to the ways in which nations must work together. In addition, they may grow in understandings related to the use and evaluation of resource materials, the place and function of propaganda, the effect of natural resources on the economy of a country, and the like.

Democratic values are potentially present in every experience. Every situation involving other people draws upon generalizations as to the worth of the individual and the values of cooperation. Each problem investigated calls for and contributes to understandings about the use of the scientific method. Those who teach are responsible for helping learners to develop these basic values at the same time as they build toward other generalizations.

*Life Situations Are the Curriculum;
Organized Bodies of Subject Matter
Are Resource Areas*

Effective living cuts across the conventional organizations of human knowledge. The content and pattern of life situations are not circumscribed by subject matter, grade levels, or other logical organizations external to the situations themselves. The experiences of everyday living do not necessarily fall into such areas as English, social studies, arithmetic, art, music, and the like. While the ten-year-old, deciding how to spend his allowance, faces some problems of computation, he may also be considering social problems such as whether part of his allowance should go to the Community Chest or to the March of Dimes. If he writes a letter enclosing his contribution to the cause he has decided to support, his problem expands to include English. Or, to take a common experience faced by many small children—purchasing things in a store—within the total experience may lie the need for commonly accepted English usage in making clear what is wanted, arithmetical computation related to money or to the amount of material to be purchased, some reading

skill by way of verifying sales slips or commodity labels, safety precautions in going to and from the store. The problem or the situation is the determiner of the particular content to be considered; the unity of the curriculum resides in the situation rather than in some external organization of content and experience.

This implies that organized bodies of subject matter will be used as resource areas as they contribute to the learner's immediate concern and to his insight into related problems; it implies that content will be used without regard to the limitations of subject matter lines or departments of study; it means that the past will be used to bring perspective to present situations and that learners will be helped to discover and use such parts of the race experience as enlighten their developing concerns. This does not mean less content, but an enlarging and more vital content. Consideration of situations of everyday life demands that the learner use content functionally and understand the interrelationships among various bodies of organized subject matter.

Life Situations Call for Basic Skills

Making ideas clear to others, understanding the ideas of others, dealing with quantitative relationships, using effective methods of work, are persistent life situations faced as truly as are the problems of keeping well, working as a member of a cooperative group, or conserving materials. They are not, however, faced in isolation. We compute in order to balance a bank account, to count change when shopping, to estimate how much time it will take to complete an assignment, to approximate the cost of a purchase; we read for information or amusement; we discuss in order to influence a group decision, to share information with a friend, to persuade another to change his mind; we use a scientific approach when the solution of problems demands it.

The concept of curriculum development in terms of persistent life situations does not call for the mastery of a skill for its own sake, but for its appropriate use in any daily life experience in which it is needed. This does not mean less attention to the basic skills, but it does mean that techniques will be developed in relation to the situations in which they are used. It would not allow memoriter learn-

ing of skills with little or no understanding of their meaning or experience in using them in practical situations, but it would ask for prompt and effective help when the learner faces a situation in which the skill is needed. While drill has a very real place in helping learners to develop skills to needed levels of proficiency, it will not be drill that is abstract and unrelated to the problem in which the skill actually functions. The objective is to help learners make flexible adaptations of skills to suit the needs of the situations in which they are trying to use them. This can be done most effectively when those who guide learners recognize the variety of problems in which skills are called for and provide the help needed to develop skills adequate for these problems.

This means that teacher and learners together will identify and deal with situations calling for better use of skills just as they would identify and deal with any other persistent life problem. In the case of the skill, as with any other problem, the starting point will be the way in which it is faced in the lives of the learners. The emphasis and time spent will depend upon the nature of the problem and upon the competencies, understandings, generalizations needed to meet it. Enough practice will be given to make for effective use of the needed competence. The same general principles which have been discussed as applying to other persistent situations of living also apply here.

Just as other situations appear in increasingly complex form and call for expanding understandings and generalizations, so the situations involving use of the skills grow more complex. Skills previously mastered may not be adequate to the demands of new situations. Individuals must develop new skills appropriate to new purposes. This means that as the learner matures and situations calling for the use of a given skill change, his competencies will have to be developed and extended. For example, the reading techniques needed by the elementary school child will be greatly extended by the time he undertakes independent research in college. The skills needed by a ten-year-old participating in committee discussions are very different from those needed by the chairman of the student council in the senior high school. It cannot be assumed that all needed competence in basic skills will be developed in the elementary school.

It is also necessary to recognize that the desired level of achievement will be relative and not absolute. All learners must be helped to develop the skills necessary to meet common needs and the level of proficiency must be the point at which normal use will maintain them. Over and above this, different individuals will face situations making varying demands.

Those concerned with helping learners meet a variety of persistent life situations must recognize the range of skills involved. The techniques usually associated with the three R's are not enough. Other skills basic to living in a democracy and often neglected are the use of a scientific approach to problems, conference and discussion techniques, and the various abilities needed for sound leadership or for effective group-membership, to mention but a few. Provision must be made for these as integral parts of the curriculum.

The Whole School and the Community Contribute to Curriculum Development

Since the individual learns from everything to which he responds, the learner's total curriculum must be conceived as all the situations with which he must deal. Educative experiences reside everywhere—in the home, school, church, street, library, the press, industry, radio, movies, and in many other places. All those with whom the child comes in contact are potentially his teachers. He builds his attitudes toward authority through his family, the policeman on the corner, the principal of the school, the teacher, the news report of crime, and the like. He learns about new uses of technological resources through new equipment in his home, the advertisements in newspapers and magazines, the displays in local stores, and other media. Agencies other than the school play an important part in the education of children and youth.

In the total process the school, as the delegated social agency, has certain unique responsibilities placed upon it. In the first place, it must be prepared to view its work in relation to that of other groups and individuals playing a part in the education of children and youth. It must assume definite responsibility for the quality of educational leadership which it recognizes, chooses to encourage, and with which it becomes affiliated. Second, recognizing that it is

the institution which has been given primary social delegation to help children and youth achieve maximum continuous development, it must feel responsible for the all-round growth of each learner. This does not mean that the school shall provide for all needed experiences, but that the school shall take responsibility for envisioning the total educational program needed by children and youth in the given community, and shall exercise leadership in providing resources in those aspects of growth not otherwise provided for. In developing the school curriculum the educator takes the learner's whole life into account and considers very carefully those things which other agencies are helping him to learn. This may mean undertaking responsibility for personal cleanliness in some schools, for meals at school in others, for clubs and recreational opportunities for families in others, for none of these in still others where home and community life provide adequate experiences in these areas. Fundamentally it means that the school will vary its own leadership functions to make the best use of community resources, recognizing that the school at some points will institute and carry full responsibility, at others will be a coordinating agent, and at still others will contribute only in an advisory capacity as a study of the learner indicates the need for cooperative efforts.

In discharging these responsibilities and in developing its curriculum the school needs to recognize the significance and potentialities of community participation. In the first place the community is a directive force in curriculum development in the sense that its mores, its institutions, its problems create the immediate situations learners face and condition the values and the backgrounds they bring to these situations. The community has a large part in determining the way in which and the extent to which learners face persistent life situations. Second, parents and other members of the community in direct contact with children and youth can make a much needed contribution to a better understanding of learners. Their participation is important in curriculum development where the situations learners face are central. Third, the community through both its counsel and its resources makes a direct contribution to the nature and quality of balanced development.

Thus interpreted, curriculum development is concerned with every aspect of the learner's growth, affects every aspect of the school's organization, and affects every phase of the school's relation to the community of which it is a part. It suggests the need for coordination among the agencies guiding the learner. The child who is guided in different directions by different agencies is forced either to accept one set of values and reject the others, or to become a dual personality responding in terms of one set of values in one situation and a totally different set in another situation. Maximum growth toward democratic values and ways of behaving is possible only when the dominant agencies guiding the learner's activities—home, school, church, community—coordinate their efforts, and each recognizes and understands the basic principles governing democratic living.

V

The Life Situations Learners Face

LISTEN TO A FIFTH GRADE as they assemble in the morning—"I could lend you my batteries, but they are so old I don't think you'd get anything outside of the city." "Why should the sixth grade tell us what we should be doing in the lunchroom. . . ." "My father says it's all propaganda. He says you can't believe anything you read in the newspaper." "Let's try the bird book. Maybe it will tell us what food to put out. . . ." "Buck Rogers isn't so hot, he. . . ." "Geel aren't you scared about making that announcement in assembly. . . ." "Did you get that whole page of problems done?"

Follow the high school crowd to the corner drugstore after school—"Jane bought one just like it, but hers only cost. . . ." "Who are you going to the game with. . . ." "That's just a dictatorship. Nobody asked us if it was what we wanted. . . ." "I tuned the engine up so she'll do seventy. . . ." "Well I don't think a union has a right to, especially. . . ." "You won't find that in the paper I read. . . ." "How did you get her to? My mother won't let me. . . ."

Which of the problems implied by these bits of conversation should be given a place in the school curriculum? Are there other concerns more pressing with which the school should help learners deal? What are the situations in home, school, and community in which they need competence? If concerns such as these—expressed in many ways and in some cases not expressed at all—are to become the source of school experiences, some guide is needed by the teacher who, with his learners, must choose among them and decide how to explore them. Unless some guide is available by means of which the learner's experiences can be evaluated in terms of the scope of persistent life situations with which he should be

learning to deal, there is always danger that important aspects of growth may be neglected.

As this problem has been studied by curriculum workers a variety of guides have been developed. Some indicate needed experiences in terms of the major subject fields on which they seem to draw most heavily, others in terms of naming areas of living, others in identifying basic themes and understandings, and still others in emphasizing major functions common to all cultures. The concept of curriculum development underlying this study calls for an analysis through which daily life concerns can be seen in relation to the nature and scope of persistent life situations.

Basic Considerations in Making an Analysis of Persistent Life Situations

If a sound analysis is to be made of any complex area, those who make it must keep in mind certain fundamental considerations about the nature of the material with which they are dealing. Those who attempt to build an analysis of persistent life situations must take into account several factors discussed in preceding chapters. These factors, considered together, become guides to the kind of analysis that is possible.

The Situation Actually Faced by the Learner Is Almost Always Complex

One of the most important considerations is to recognize that the learner almost always is working toward a goal which requires him to deal with a combination of elements. The first grader building a boat, for example, may face a situation involving measuring, choosing suitable materials, using tools properly, using color, working cooperatively with other children who also want to use the workbench, and planning with his teacher. The high school senior looking for current data on natural resources, in order to better understand a report of the United Nations, may need to know guides to periodical literature, how to evaluate sources, take notes, read and make graphs, plan and give a report. Efficiency or lack of it in dealing with any one aspect may affect the way the individual handles others, or may even prevent him from reaching his goal.

*Persistent Life Situations Combine in Different Ways
in Situations Faced by Different Learners*

What may be involved in a particular situation and may be of most importance depends upon the individual learner. Of three children eating poorly selected lunches in the school cafeteria, one may lack the understanding of what constitutes a well-balanced meal, the second may be buying within a fixed allowance and may not have the techniques for budgeting his funds, and the third may be buying extra desserts in order to find favor with his friends. Similar variations would also be found in the situations faced by groups. Where one class discussing current events may be mainly concerned with understanding the geographic aspects of what they read, another may face a combined problem of learning how to read a newspaper and deciding how to evaluate the accuracy of what they have read. Within the group, individual children may be trying to deal with different aspects of the same situation. Some may find it difficult to read maps, others to make their ideas clear to the group. Still others may lack the information needed to understand what is being said, and one or two may be struggling with physical defects which make it difficult for them to hear or to see.

*The Same Problem May Be Faced by Learners
Under Very Different Conditions*

The rural child selects a balanced lunch as he packs his lunch pail; the city child builds like understandings in the school cafeteria. Minority group situations may arise because of Chinese, Italian, Japanese, Negro, Catholic, or Jewish children in the community. One boy may fix wiring to run his electric train, another to mend his mother's iron, a third to set up a reading lamp by his bed. The way in which a problem arises depends upon the individual learner and the circumstances in which he finds himself.

*The Same Persistent Problem Reappears in
Different Situations Faced by the Same Learner
at Different Stages of His Development*

Choosing leaders, for example, is faced by small children in delegating special tasks. It appears in the life of the older child in se-

lecting the captain of a football team. With an adolescent it may be the election of a student council representative or concern about a local or national election in which his parents are voting. Although the specific and immediate situations change, it is possible to identify persistent or recurring problems which demand increased understanding and competence as they reappear in situations which are more complex.

The Same Persistent Problem Reappears in Many Aspects of the Learner's Daily Life

Many agencies contribute to the same situations and concerns. Situations involving leadership and authority are met at home, in Sunday school, in community youth groups, as well as at school. The local candy store is often a greater source of experience in money management than is the classroom. Life is not compartmentalized. Similar situations appear in many different places and are guided by many different groups.

Obviously then, to give a clear analysis of persistent life situations by listing or trying to place in categories all of the immediate, complex situations which are faced by learners is impossible. Their number is myriad. No two children and no two groups of children will ever face situations with exactly the same combination of persistent problems. No child will face a situation with exactly the same elements a second time. Any analysis which is to be of help to the teacher, who must always be the one who supplies the insight into what is involved in the immediate situation faced by a group or by an individual, must concern itself first with showing clearly the persistent and recurring aspects of life situations. These are the continuing strands which reappear in different combinations and at different times in the experiences of learners. Once the persistent situations have been identified, some of the typical daily life experiences in which they are likely to recur can be listed and used as a basis for curriculum experiences.

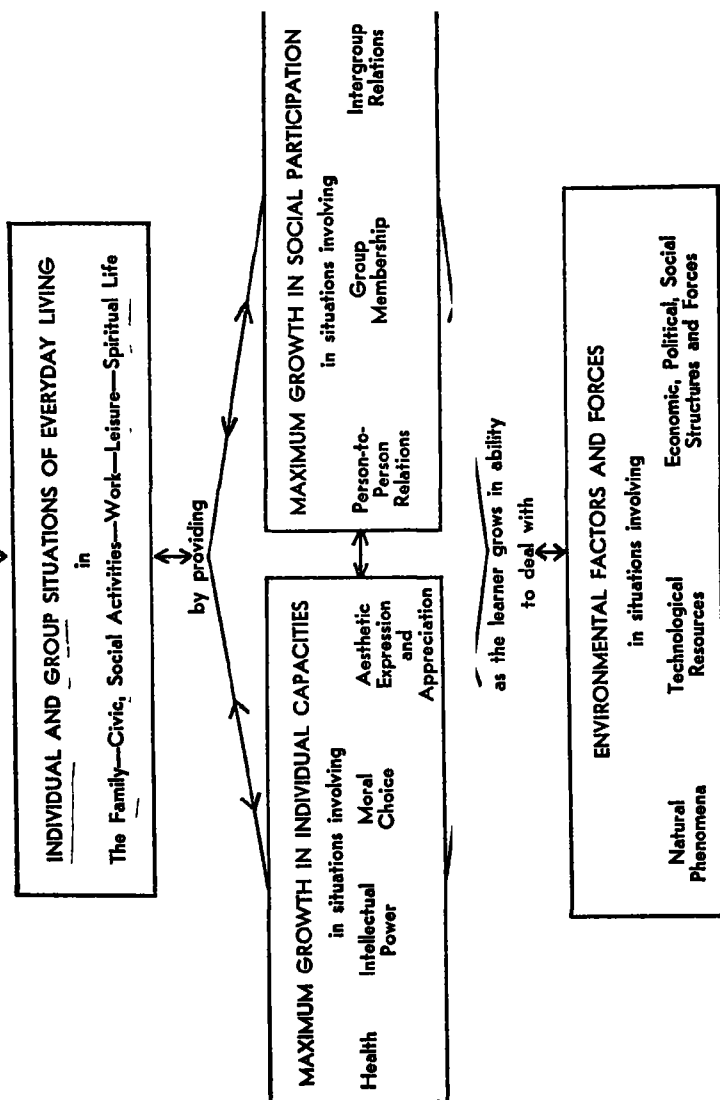
The Scope of Persistent Life Situations

The diagram which follows indicates the general nature of the analysis made by the writers of this volume. It shows the sources

EDUCATION IN OUR DEMOCRACY

means

development of individual understanding and responsibility in dealing with
↓



of the situations of everyday living actually faced by learners, the areas in which the persistent life situations recurring in these daily life experiences have been grouped, and the way in which they are interrelated.

The Sources of the Situations of Everyday Living

The situations of everyday living, as indicated in the chart on page 99, reside in five major aspects of human life—in the home, as a member of a family; in the community, as a participant in civic and social activities; in work, as a member of an occupational group; in leisure time; and in spiritual activities, whether or not they are definitely connected with an organized religious group. From these five sources come the problems and situations which are actually faced by learners and with which the school curriculum must be concerned.

All learners are members of family groups, and as such face a wide variety of situations with which they must deal—situations ranging from putting away clothes or sharing toys to helping to plan the family budget, preparing meals, caring for younger children, taking care of persons who are ill.

All are also members of civic and social groups not only in the school, which is in itself a complex and vital community for those who are part of it, but in the local and national community as well. From the three-year-old interested in the policeman's uniform to the adolescent deciding whether or not to cross the picket line in the local theater, learners are bringing their community problems to the school and asking for help.

Work life—those activities which have for their purpose the performing of tasks which society wants done—is an integral part of the life of everyone. The responsibility of caring for the aquarium assumed by an elementary school child or the task of editing the school paper taken on by the high school youth is no less a work obligation than is the time spent by a parent in the local factory or on the staff of a city newspaper.

Leisure time—those spare minutes when one feels under obligation to no one but oneself—is also a vital part of the lives of both young and old. "What shall I do now?" is a recurring question. From the answers grow hobbies; lasting interests in music, art, or

good books; ability to paint, draw, carve, or write; and those social abilities which make one a good host or a pleasant companion.

Every person also spends time seeking to identify, expressing allegiance to, and drawing upon those spiritual sources which have vital meaning to him. Whether he places an omnipotent Deity, the common man, the State, the machine, beauty, natural forces, or himself at the center of his universe, every man identifies that to which he is willing to devote his life. From the small child asking questions about the stars, deciding whether or not to share his toys with his friends, or going with his parents to church, to the adolescent struggling with his personal philosophy of life and orientation to his world, learners are spending part of their time in concern about the spiritual aspects of living.

The Areas in Which Persistent Life Situations Are Grouped

Increased understanding and responsibility in dealing with the problems and situations of everyday living—arising in family, civic-social, spiritual life, through work or leisure time activities—will be built as these problems are dealt with in the light of persistent life situations of which they are a part. In what areas can these persistent life situations conveniently be grouped? As indicated by the chart, the writers of this volume see individual and group situations of everyday living calling for three kinds of growth: growth in individual capacities, growth in social participation, and growth in ability to deal with environmental factors and forces. In these three areas lie the persistent life situations with which the learner is dealing and must continue to deal as he faces them in various combinations in his daily experiences.

Growth in Individual Capacities. A major value of our society is that the maximum development of each individual is essential to the well-being of all. This concept recognizes that the learner faces situations in which he must be concerned with the physical and emotional aspects of growth, *health* in its widest sense. He also faces situations in which *intellectual powers* are of great importance—situations where he is called upon to use language and number, to apply the techniques of problem solving, to use adequate methods of work and with them effective techniques for

bringing about change. The many situations which call for individual capacity for *aesthetic expression and appreciation* must likewise be recognized—great music to be enjoyed; crayon, water color, and finger paint to be experimented with; classrooms, homes, and communities to be made beautiful places to live in, as well as convenient places for work. Nor can this concept of individual development neglect the fact that every individual faces a number of situations with moral implications—establishing individual values, identifying spiritual resources to which he is willing to give allegiance, and taking responsibility for the *moral choices* he makes.

Growth in Social Participation. Another basic value of our society is that maximum individual and group welfare can come about only when there is maximum growth in each individual's ability to work with others. Thus it becomes important to identify those situations in which the individual is called upon to work with others, and to assist him to build those understandings and abilities which will help him to become an effective group member. Situations in this area have been grouped under three categories: those involving *person-to-person relationships*—friends, the doctor, the local storekeeper, individual members of the family, and many others; those in which the individual must act as a *member of a cooperative group*—the family group, the class group, the club, the city council, Congress—in which he faces problems of deciding on appropriate action as a group member, of leadership choice and responsibility, and of obligation to delegated authority; and those in which he is involved in *intergroup relationships*—the union, the minority group, the pressure group, the nation.

Growth in Dealing with Environmental Factors and Forces. As the individual develops in ability to use his capacities and grows in ability to work effectively with others he is constantly dealing with environmental factors and forces. *The natural environment*—weather, chemical and physical phenomena, biological forces—is always present. Where complete control is impossible, intelligent adaptation is necessary if the human organism is to survive. *Industrial and technological forces* have created a series of new situations in which American citizens must have competence. The combine is replacing the threshing gang; the research laboratory

is becoming a vital part of every industrial concern; information now comes by way of the newspaper, radio, telegraph, or telephone rather than the town meeting or the local post office. And in our increasingly complex world, *economic, political, and social structures and forces* are powerful environmental factors with which all persons are dealing—the United Nations organization has been established, government is concerned with raising standards of living, collective bargaining is a recognized instrument, cooperatives and credit unions are being organized, to mention only a few.

In almost every situation of daily living—in family, civic-social or spiritual life, in work and leisure time activities—individual capacities are called into play and social relationships are present. No situation can be met without dealing with the surrounding environment—natural, technological, or socio-economic-political. The girl who prepares a family meal, for example, should have some knowledge of health needs and of aesthetic arrangement of food and table. She also uses certain intellectual abilities in reading recipes, measuring, and the like. If she is working with anyone else she must establish cooperative working relationships. In shopping for food she deals with aspects of the economic structure and in cooking it she uses scientific and technological resources. Lack of the needed competence in any one of these areas may result in a less satisfactory meal than it otherwise would be. Similarly, getting a job—whether persuading the class to place you in charge of the lost-and-found department or convincing the employment director of a factory to hire you—may demand pleasing personal appearance, adequate self-expression, techniques for establishing person-to-person relationships, and ability to handle the tools of the job.

The three major areas in which the persistent life situations are grouped and the sub-groups within them are clearly interrelated. The quality of development in one may influence the competence that can be attained in another. Poor health, for example, may make certain kinds of social relationships difficult to achieve or may change vocational ambitions; inadequate methods of work may impede growth in ability to deal with environmental factors and forces; inability to establish adequate person-to-person relationships may make it impossible for an individual to be an effective group member; inaccurate information about environmental

factors and forces may cause unwise decisions regarding ways of cooperating with national and international groups.

Competence in the use of intellectual power, ability to make moral choices, certain aspects of mental or emotional health, ability to work with others, and the like are called for in almost every situation. Out of repeated experiences which contribute not only to specific understandings and controls but also to development of these constantly needed competencies, arise certain of the general or over-all values and ways of behaving so important in our democracy. Respect for the unique worth of the individual, for the values inherent in the democratic method, determination to use technological resources for the welfare of the common man, ability to use a scientific approach to problems, willingness to assume responsibility for actions, can be contributed to through almost every experience with which an individual is helped to deal.

Persistent Life Situations as Learners Face Them

To list major areas in which growing competence is needed is not sufficient. The over-all analysis given in the preceding section must be broken into more specific elements to be of concrete help to teachers studying the situations faced by their learners. Such a detailed analysis is presented in two sections. The first, pages 106 to 118, lists the persistent life situations which were identified in each of the areas. The second, pages 121 to 289, shows for each of these situations some of the typical experiences in which it might appear in the everyday lives of learners.

The Analysis of Persistent Life Situations

As just noted, the section which follows immediately shows the persistent life situations identified as those faced by all learners in the course of developing ability to use individual capacities, in participating as members of social groups, and in dealing with environmental factors and forces. In order to give a clear picture of the proposed scope of the curriculum, the situations are listed at this point without reference to specific experiences in which they might be met by learners.

Decisions regarding the categories most useful in an analysis such

as this must necessarily be arbitrary. They represent the best judgment of the group making the analysis as to the major situations which persist through life and are the concern of every individual. In general, closely related situations are grouped together and the larger situation of which they seem to be a part is stated. Other curriculum workers might develop a different organization of persistent situations and still have an analysis equally helpful in understanding the needs of learners.

The persistent life situations listed on the following pages are in no sense to be thought of as the basis of fixed curriculum units. Normally every area, and practically every persistent situation within that area, will be faced in some form at each grade level. Whether it is made the subject of intensive study or is left relatively untouched, as well as the way in which it will be studied, will depend upon the needs of the particular pupil group. The list given here can never be used to prescribe the order in which learners should face these persistent life situations or the grade levels at which they should be focal.

Nor are these persistent situations intended as specific educational goals or objectives. Rather they are set up to indicate the nature of the problems faced. Those who wish to use the situations as a basis for determining goals will need to analyze each situation in terms of the understandings and competencies needed if citizens in a democratic society are to deal adequately with experiences of daily living in which the persistent situation occurs.

All needed competencies and understandings would not be built at one time. The position taken in this study is that competence in dealing with persistent life situations develops gradually. The small child may be controlling only a few pennies, yet he is on his way toward concepts of money management which will make him competent with a family income. The slightly older child may be concerned only about sharing a playground with a neighboring gang, yet he is building bases for the stand he will later take on international cooperation. These understandings are enlarged a step at a time as situations which call for them recur. The level of accomplishment to be developed with any individual or group of learners is dictated by the understandings and abilities needed to meet satisfactorily the situations with which the learner is dealing.

The small child, for example, evaluating his efforts to build a boat that floats sets up standards of workmanship in keeping with his maturity. For the very young child they are relatively simple—whether the object floats and if it looks to him like a boat. Standards of workmanship are extended for the high school student who is writing an editorial for the school paper or making a poster for a student council campaign. To meet these situations at the maturity level of the young adolescent, standards of workmanship may include, among others, carrying out an obligation to the point of securing the desired reactions from others and determining standards in keeping with the relative importance of several jobs. As persistent life situations are dealt with in their changing and more complex forms, understandings are enlarged and abilities extended through dealing with the situations of everyday living significant to learners as they mature.

While indicating scope, therefore, these persistent life situations serve merely as guides to the teacher studying his learners. They cannot be used to determine how or through what experiences an individual learner or group of learners will secure needed competence. They do not, in and of themselves, indicate what competence is needed. They present the recurring problems with which all citizens must be able to deal and therefore furnish guidance as to the nature of balanced and rounded development for the learner.

SITUATIONS CALLING FOR GROWTH IN INDIVIDUAL CAPACITIES

HEALTH

A. Satisfying Physiological Needs

Meeting food needs

Balancing meals in terms of individual needs (p. 126)¹

Selecting and preparing foods in terms of their nutritional elements (p. 126)

Safeguarding the quantity and quality of the food supply (p. 126)

¹ Pages refer to sections of the detailed charts showing typical experiences in which learners of different maturity levels might face the given persistent life situation in their everyday living.

| | |
|--|--|
| Meeting needs for air and light | Regulating ventilation and lighting in terms of individual needs (p. 128) Controlling community air conditions and providing for adequate sunlight (p. 128) |
| Maintaining needed body temperature | Selecting clothing suited to temperature needs (p. 128) Adjusting activity to temperature conditions (p. 128) Regulating building temperatures (p. 130) Securing housing conditions which facilitate the maintenance of desired temperatures (p. 130) |
| Securing needed rest and activity | Balancing rest and activity to meet individual needs (p. 130) Developing needed skills for relaxation and activity (p. 130) Securing home and community facilities for relaxation and activity (p. 132) |
| Meeting sex needs | Establishing appropriate relationships with members of the opposite sex (p. 132) Obtaining constructive social regulations with regard to sex (p. 132) |
| Getting rid of body wastes | Establishing satisfactory individual routines (p. 134) Securing adequate sanitary facilities for getting rid of body wastes (p. 134) |
| B. <i>Satisfying Emotional and Social Needs</i> | |
| Achieving secure relations with other people | Establishing affectionate relationships with others (p. 134) Achieving status in group situations (p. 136) |
| Making constructive use of emotions | Achieving constructive expression of emotions (p. 136) Securing balanced satisfactions in living (p. 136) |

- | | |
|--------------------------|--|
| Achieving self-direction | Adjusting to personal strengths and weaknesses — physical, physiological, intellectual, and emotional (p. 138) |
| | Dealing with success and failure (p. 138) |
| | Making choices and resolving conflict situations (p. 138) |

C. Avoiding and Caring for Illness and Injury

- | | |
|------------------------------|---|
| Avoiding illness | Using health routines necessary to well-being (p. 140) |
| | Providing for disease control in home and community (p. 140) |
| Avoiding accidents | Using safety measures in home and community (p. 142) |
| | Providing needed safety measures in home and community (p. 142) |
| Caring for physical defects | Providing for necessary correction of physical defects (p. 142) |
| Caring for illness or injury | Providing adequate first aid (p. 144) |
| | Providing adequate care in time of illness (p. 144) |

INTELLECTUAL POWER

A. Making Ideas Clear

- | | |
|--|---|
| Using language to communicate ideas | Contributing to informal discussions and conversations (p. 148) |
| | Making oral presentations (p. 148) |
| | Expressing ideas in written form (p. 150) |
| Using media other than language to express ideas | Expressing ideas in graphic form (p. 150) |
| | Using aesthetic forms of expression (p. 150) |

B. Understanding the Ideas of Others

- | | |
|---------|---|
| Reading | Using the reading approach appropriate to purpose and material (p. 152) |
|---------|---|

- | | |
|--|---|
| | Using source materials appropriately (p. 152) |
| | Interpreting graphic presentations (p. 154) |
| Listening | Following and evaluating informal discussion or conversation (p. 154) |
| | Following and evaluating oral presentations (p. 154) |
| | Understanding musical and dramatic forms of expression (p. 156) |
| Observing | Interpreting environmental surroundings (p. 156) |
| C. <i>Dealing with Quantitative Relationships</i> | |
| Interpreting number values and symbols | Understanding symbols and relationships (p. 158) |
| Computing | Estimating amounts (p. 158) |
| | Making exact computations (p. 160) |
| | Using instruments of measurement appropriately (p. 160) |
| D. <i>Using Effective Methods of Work</i> | |
| Planning | Deciding on and clarifying purpose (p. 162) |
| | Projecting appropriate sequence of steps to achieve purpose (p. 162) |
| | Budgeting time and energy (p. 164) |
| Using appropriate resources | Locating and evaluating possible resources (p. 164) |
| Using a scientific approach to the study of situations | Using a scientific approach in solving practical problems (p. 166) |
| | Testing present beliefs and attitudes against new findings (p. 166) |

RESPONSIBILITY FOR MORAL CHOICES

A. *Determining the Nature and Extent of Individual Freedom*

- | | |
|-------------------------|---|
| Responding to authority | Meeting legal regulations (p. 170) |
| | Deciding on obligations to constituted authorities (p. 170) |

| | |
|---|--|
| Responding to authority (<i>Cont.</i>) | Reacting to group mores, customs, traditions (p. 172) |
| Acting upon a personal set of values | Formulating guides for action (p. 172) |

B. *Determining Responsibility to Self and Others*

| | |
|---|--|
| Preserving integrity in human relationships | Carrying out commitments (p. 174) Respecting property rights (p. 174) Being intellectually honest (p. 174) |
| Meeting the needs of others | Respecting the unique background and abilities of each individual (p. 176) Modifying personal desires in the in- terest of others (p. 176) |
| Developing and using the potential abilities of self and others | Developing individual capacities for social ends (p. 178) Securing the contribution of all those concerned with a problem (p. 178) |

AESTHETIC EXPRESSION AND APPRECIATION

A. *Finding Sources of Aesthetic Satisfaction in Oneself*

| | |
|---|---|
| Expressing the self through varied media | Providing resources for aesthetic ex- pression (p. 182) Experimenting with varied media (p. 182) Developing special interests and abili- ties (p. 184) |
| Achieving artistry in daily work | Finding means of creative expression in daily work (p. 184) |
| Achieving attractive per- sonal appearance | Achieving good grooming (p. 186) Selecting attractive clothing (p. 186) Using voice, manner, and posture effectively (p. 186) |

B. *Achieving Aesthetic Satisfaction Through the Environment*

| | |
|---|--|
| Providing artistic living conditions | Achieving satisfying space relations (p. 188) |
|---|--|

| | |
|--|--|
| | Selecting furnishings appropriate to use (p. 188) |
| | Using color effectively (p. 188) |
| Securing beauty through community planning | Securing beauty in community architecture and landscaping (p. 190) |
| | Providing the care to keep the community attractive (p. 190) |
| Securing aesthetic satisfactions through the natural environment | Finding aesthetic satisfaction in nature (p. 190) |

SITUATIONS CALLING FOR GROWTH IN SOCIAL PARTICIPATION

PERSON-TO-PERSON RELATIONSHIPS

A. Establishing Effective Social Relations with Others

| | |
|---|---|
| Developing friendships and affectionate relationships | Interpreting the responses of others (p. 196) |
| | Making appropriate responses to family and friends (p. 196) |
| | Deciding on the rights and responsibilities inherent in a given relationship (p. 198) |
| Responding to casual social contacts | Making responses appropriate to person and circumstance (p. 198) |
| Participating in social activities | Determining the kind of social activity (p. 200) |
| | Using the amenities appropriate to the situation (p. 200) |

B. Establishing Effective Working Relations with Others

| | |
|--|---|
| Working with others on a common enterprise | Adjusting working relationships to the capacities and needs of those participating (p. 202) |
| Working with others in service group relationships | Deciding on the nature and extent of service to expect or give (p. 202) |
| Working in situations demanding guidance relationships | Deciding on the nature and extent of guidance to give or secure (p. 204) |

GROUP MEMBERSHIP

A. *Deciding When to Join a Group*

| | |
|--|---|
| Deciding when group activity is desirable | Deciding whether existing groups meet desired purposes (p. 208) Determining membership obligations (p. 208) Deciding when to organize new groups or disband old ones (p. 208) |
| Deciding on the nature and extent of group participation | Deciding how actively to participate in group activities (p. 210) |

B. *Participating as a Group Member*

| | |
|-------------------------------------|---|
| Helping to formulate group policy | Keeping informed about group activity (p. 210) Expressing opinions regarding group activity (p. 210) Coming to joint decisions (p. 212) |
| Selecting leaders | Determining abilities needed by the leader (p. 212) Choosing the person to whom to delegate leadership responsibilities (p. 212) |
| Helping to carry out group policies | Determining the needed organization and personnel to carry out group plans (p. 214) Evaluating the work of those to whom responsibility has been delegated (p. 214) Executing group decision (p. 214) |

C. *Taking Leadership Responsibilities*

| | |
|---|--|
| Outlining preliminary plans needed to carry out leadership responsibilities | Making tentative decisions as to nature of activities and order of business (p. 216) Making tentative decisions as to needed personnel and materials (p. 216) |
| Securing cooperative participation of group members | Using appropriate techniques to inform group members of ongoing activities (p. 218) |

Using appropriate techniques to secure cooperative action (p. 218)

INTERGROUP RELATIONSHIPS

A. *Working with Racial and Religious Groups*

| | |
|---|---|
| Understanding the basic purposes and characteristics of racial and religious groups | Securing reliable information about a group (p. 222) |
| Safeguarding the rights and responsibilities of racial and religious groups | Interpreting the mores of a group (p. 222) |
| | Supporting or using legal protections (p. 224) |
| | Deciding on the nature and extent of social participation with another group (p. 224) |

B. *Working with Socio-Economic Groups*

| | |
|--|---|
| Determining the validity of distinctions between socio-economic groups | Understanding the basic characteristics of other socio-economic groups (p. 226) |
| Safeguarding the rights of economic groups | Assuring economic and political opportunities to all groups (p. 226) |
| | Deciding on the nature and extent of social participation with another group (p. 226) |

C. *Dealing with Groups Organized for Specific Action*

| | |
|---|---|
| Deciding when group action is justified | Securing reliable information about the policies of a group (p. 228) |
| | Deciding when and how far to support the activities of an organized group (p. 228) |
| Securing cooperative interaction among groups | Determining when cooperative group action is desirable and securing effective intergroup cooperation (p. 228) |

SITUATIONS CALLING FOR GROWTH IN ABILITY TO DEAL WITH ENVIRONMENTAL FACTORS AND FORCES

NATURAL PHENOMENA

A. *Dealing with Physical Phenomena*

| | |
|-------------------------------------|--|
| Adjusting to atmospheric conditions | Understanding and adjusting to weather conditions (p. 234) |
|-------------------------------------|--|

Adjusting to atmospheric conditions (*Cont.*)

Adjusting to conditions of air, moisture, sunlight (p. 234)

Adjusting to or controlling factors conditioned by the earth's structure and contents

Dealing with topographic features (p. 236)

Conserving and using natural resources (p. 236)

Adjusting to factors conditioned by the structure of the universe

Dealing with factors conditioned by the relative motion of bodies in the solar system (p. 238)

Exploring the nature of the universe (p. 238)

B. *Dealing with Plant, Animal, and Insect Life*

Producing and using animal life

Using effective means of producing, caring for, and controlling animal life (p. 240)

Using animals and animal products for human welfare (p. 240)

Producing and using insect life

Using effective means of producing, controlling, and using insect life (p. 240)

Producing and using plant life

Using effective means of producing, protecting, and controlling plant life (p. 242)

Using plant life for human welfare (p. 242)

Controlling and using bacteria

Using measures to provide immunity to bacteria and to provide for their positive use (p. 242)

C. *Using Physical and Chemical Forces*

Producing new forms or new products through chemical or physical change

Using physical and chemical change in activities of everyday living (p. 244)

Conserving materials

Adjusting the choice, care, and use of materials to their properties (p. 244)

Using appropriate methods of preserving materials (p. 244)

Using physical forces

Adjusting to physical forces (p. 246)

Using sources of energy to supplement human power (p. 246)

Using and adjusting to light and sound (p. 246)

TECHNOLOGICAL RESOURCES

A. *Using Technological Resources*

| | |
|---|--|
| Using tools, machines, and equipment | Using common tools correctly (p. 250) Selecting and using the tools and machines most effective in a given trade (p. 250) |
| Using household and office equipment and appliances | Selecting and using appliances which conserve human energy in household and office (p. 252) |
| Using instruments of communication | Using instruments of communication most effective for person-to-person relationships, for informing individuals, or for molding group opinion (p. 252) |
| Using means of transportation | Using effectively the appropriate means of transporting people and materials (p. 252) |

B. *Contributing to Technological Advance*

| | |
|--|--|
| Supporting experimentation which contributes to the development of technological resources | Supporting and keeping informed about new developments in areas of immediate personal concern and in those which contribute to general progress (p. 254) |
| Assuring the use of technological resources for maximum social good | Assuring the availability of resources to all and using existing resources in keeping with social values (p. 254) |

ECONOMIC-SOCIAL-POLITICAL STRUCTURES AND FORCES

A. *Earning a Living*

| | |
|---|---|
| Providing for the work needs of society | Assuring that the needed work of the world will be carried out (p. 260) Assuring individuals their right and responsibility to work (p. 260) |
| Assuming individual work responsibility | Deciding what share of the world's work to do (p. 262) |

| | |
|---|---|
| Achieving effective work- manship | Determining standards adequate for the job to be done and appropriate means of maintaining them (p. 262) Providing working conditions which will make for the greatest efficiency (p. 262) |
| Determining what should be paid for work | Deciding on adequate remuneration for a given job (p. 264) Securing appropriate adjustments in remuneration (p. 264) |
| Working in and through vocational structures | Organizing or working effectively with personnel structures (p. 264) Working effectively with vocational organizations (p. 266) |

B. *Securing Goods and Services*

| | |
|--|--|
| Making the world's goods and services available | Assuring reciprocal trade relations (p. 266) Securing adequate and effective eco- nomic distribution of goods and serv- ices (p. 266) |
| Buying and selling the world's goods and services | Deciding where to buy or sell (p. 268) Determining the quality of goods or services (p. 268) Determining a fair price for goods or services (p. 268) Deciding on the medium to use in pay- ing for goods (p. 270) Using systems of credit buying or sell- ing (p. 270) |
| Managing money | Budgeting income (p. 270) Investing savings (p. 270) Borrowing money (p. 272) |

C. *Providing for Social Welfare*

| | |
|--|--|
| Working in and through the family group | Providing security in family relation- ships (p. 272) Sharing in family responsibilities (p. 272) |
|--|--|

| | |
|---|---|
| Participating in community provisions for welfare | Participating in group insurance and other protective measures (p. 274) Sharing in community efforts toward social welfare (p. 274) |
| Using government as a means to guarantee welfare | Providing adequate public services (p. 276) Providing legal protections needed to guarantee the welfare of all (p. 276) Controlling the use of natural resources (p. 276) |

D. *Molding Public Opinion*

| | |
|--|--|
| Participating in organized education | Participating in decisions regarding the extent of educational opportunities (p. 278) Assuming appropriate responsibility for the nature of the educational program and its support (p. 278) |
| Working with educative agencies other than the schools | Helping to provide needed community educational resources (p. 280) Deciding which educational agencies, other than the school, to use and support (p. 280) Taking action in situations involving the control, supervision, and protection of educational agencies (p. 280) |
| Using instruments for disseminating information | Using sound bases for interpreting information (p. 282) Using appropriate instruments through which to present a point of view (p. 282) Taking action in situations involving the control or supervision of sources of information (p. 282) |

E. *Participating in Local and National Government*

| | |
|--|--|
| Electing governmental representatives | Participating in the nomination and election of candidates for office (p. 284) |
| Securing effective organization for government | Considering the effectiveness of existing organization of personnel (p. 284) |

| | |
|--|--|
| Securing effective organization, etc. (<i>Cont.</i>) | Appraising the activities of representatives (p. 286) |
| Making and enforcing laws | Taking a responsible part in the making and changing of laws (p. 286) |
| | Cooperating with agencies of law enforcement (p. 286) |
| Providing adequate financial support for government | Helping to determine policies regarding the amount and sources of government income (p. 288) |
| | Sharing in setting policy regarding the use of government income (p. 288) |

Typical Situations of Everyday Living in Which Persistent Life Situations Appear

What are the experiences in which learners might face these persistent life situations? Although the answer can never be given exactly for any one group of learners, it is possible to give help to the teacher working with his own class group. The charts which follow are offered as a guide to those studying their learners. They indicate situations of daily living typical of those faced by children and youth of varying maturities and backgrounds. In so far as possible situations arising in the home, in the school, and in the community have been listed, although the analysis does not necessarily identify the source.

Since a major purpose of this chapter is to give help to teachers working with learners of different ages, experiences have been grouped with reference to early childhood, later childhood, youth, and adulthood. Those which seem to be characteristic of each age range have been stressed. Even so, situations similar to those listed under one grouping may appear for the first time with some children who are younger or with many who are older. The divisions are not to be thought of as indicating grade levels. A third grade child, for example, may be involved in many experiences similar to those listed under later childhood, while a fifth or sixth grade group may be having experiences which have been indicated as more characteristic of youth, or may be struggling for the first time with some which are more nearly the typical problems of early childhood. The type of family, community, and society in which

a child is growing up, as well as his own individual rate of development, will have a marked effect on the situations with which he is trying to deal.

No attempt has been made to cover all possible experiences relating to each persistent life situation. Rather, the emphasis has been on identifying a sufficient number which are typical of rural and urban groups, of various economic levels, and of various cultural patterns so that the teacher will be able to see his learners in the analysis. No one learner will deal with all of the experiences listed. A particular learner may not meet any of them exactly as described.

Although a variety of typical daily life situations has been listed for each persistent problem, there is no intent that the learner shall have experience in dealing with each separate situation. The grouping of a number of experiences around a persistent life problem is done in order to show how the everyday situations from early childhood to adulthood contribute to and call for growing competence in dealing with the same persistent life situation. There would be no greater misuse of the charts which follow than to attempt to have each learner experience what is involved in each separate situation. In the first place, this would deny the assumption that there are individual differences in needs and concerns. Second, it would fail to take into account the fact that home and community may have given all the help that is necessary in relation to certain situations. It also would make for a great deal of unnecessary repetition of like types of experience.

Because daily life experiences are complex, each experience listed as contributing to one persistent life situation also makes a contribution to others. More than one persistent life situation may appear in a single experience. The teacher, therefore, working with the complex problems faced by learners, will not work within the area of a single chart. A high school group concerned with the issues involved in providing better working conditions in local factories may well find themselves face to face with situations having to do with "Earning a Living," "Contributing to Technological Advance," and "Avoiding and Caring for Illness and Injury"—areas found respectively in the charts on Economic-Social-Political Structures and Forces, Technological Resources, and Health. The same experience, therefore, may be repeated in more than one

section of the same chart or in several charts as aspects of it contribute to or draw upon several persistent life situations. For example, sharing in the planning of activities appears in varied forms at all age levels. It will be found listed under such sections as "Using Effective Methods of Work," "Making Ideas Clear," and "Understanding the Ideas of Others," which are parts of the chart giving typical situations calling for growth in ability to use Intellectual Power. These three persistent situations, and in some cases still others, may all be contributed to through experiences in which individuals learn to plan together. The teacher, guiding the specific learning experience, will help his learners deal with as many persistent situations as are significant for them. The experiences indicated on the charts serve as guides to what these situations might be.

The implications of focusing primary attention on persistent or recurring life situations, rather than on complex areas of daily living, should be clearly recognized. It would be quite possible to take a major area of living, such as housing, transportation, or conservation of human and natural resources, and indicate the many sub-problems which might be involved. If this were done, many of the persistent problems identified in the present analysis would necessarily appear, since they were selected because they were seen as the persistent strands recurring through all human experience. For example, a number of the problems faced as aspects of securing adequate housing involve growing ability to meet physiological needs—for adequate rest and relaxation, for food, for ventilation, for adequate sanitary facilities. These same problems recur when the question of conserving human resources is analyzed. They are also aspects of the area of transportation. Such analyses of areas of living or even of everyday experiences can be made endlessly. Every single experience faced by learners and every area of human experience so analyzed would show similar complexity and similar duplication of certain recurring elements. Furthermore, the exact nature of the everyday situation varies with the learner and can never be positively stated in advance. The teacher needs to have clearly outlined a picture of what the scope of the persistent or recurring situations is, and be given as much help as possible on how they might be identified in the lives of learners.

PERSISTENT LIFE SITUATIONS AS LEARNERS FACE THEM

Pages 122-289 present the charts described in the preceding paragraph. They suggest situations of daily living through which children, youth, and adults face persistent life situations. They point to the changing nature and complexity of situations of everyday living as learners move through childhood toward adulthood. They are presented as a guide to teachers, parents, and others seeking (1) to identify the everyday situations faced by those with whom they are working and (2) to understand the persistent life situations involved in these everyday activities.

Growth in Individual Capacities

Each person takes himself, his capacities and limitations and what he has learned to do with them, and his values and attitudes into every experience with which he deals. The charts in this first section give attention to the persistent life situations which each individual faces as he is called upon to maintain and use his individual capacities in the experiences of daily living.

Social welfare, in the end, depends upon the degree to which each citizen has been fitted to take his appropriate place in society. To help each individual develop so that he is making maximum use of his own powers has been identified as one of our democratic values. It has been indicated that this demands total development. Persons are needed who have the physical health and emotional stability necessary to meet the demands of daily living. These same persons must be individuals who can think, who have learned the techniques of a scientific approach to problems, and who have developed the intellectual tools with which to work effectively. Human needs for aesthetic expression and appreciation must also be recognized if our citizens are to be able to draw upon the full resources which make for richness and balanced satisfactions in living. In addition, persons who make consistent and effective judgments in the wide variety of situations they face must have built a set of values, have come to decisions regarding the spiritual resources to which they are willing to give allegiance, and have learned to use the values which they accept as guides in decisions involving moral choice and responsibility. Some or all of these individual capacities—physical, emotional, intellectual, aesthetic, spiritual—are needed in every experience with which an individual must deal. Failure to help a person develop in any area leads to less effective self-realization, and as a result to a less adequate contribution to social welfare than would otherwise be possible.

The persistent life situations identified in this section must be seen in relation to those in the two sections which follow—situations involving social participation and those calling for ability to deal with environmental factors and forces—to view the total

range of the persistent problems with which all persons must deal. Daily life experiences usually call for ability in all three areas. The division should serve to highlight the variety of the problems faced, not to deny their interrelationships. As each separate chart is discussed an effort will be made to show some of the more important interrelationships.

In developing individual capacities merely achieving a high degree of competence is not enough. Each person must understand the processes through which his growth came about and must be able to use these processes to maintain and continue to add to his competence. To be physically well, for example, is only half the problem. A person must know how to maintain his health, be able to act intelligently to recover at the time of illness, and know what to do to safeguard the health of others. Excellent ability to read must be supplemented with knowledge of how to go about developing the new techniques needed in reading new types of materials. High moral standards, developed through absolute acceptance of the values of others, may not stand the strain of continued pressures unless the individual has been helped to make intelligent appraisal of the bases upon which these standards rest. What is desired is a person who has achieved effective development of his individual capacities and who has sound bases for taking intelligent action in meeting his own growth needs.

Some Typical Situations Calling for Growth in Ability to Meet Health Needs

Growth in ability to meet health needs includes both individual welfare and the welfare of others—in the family, in other immediate social groups, and in larger national and world relationships. Even the young child faces situations in which he is called upon to safeguard the health of others. As an adult he faces questions regarding the feeding, clothing, and housing of the peoples of his own and other lands, of the provision of adequate medical care for all, of the support which should be given to facilitate research in the prevention and control of disease. Today the world implications of human health needs are becoming increasingly clear. Peace cannot be maintained in a world where there are large groups of people starving, lacking the clothing and shelter necessary to keep

them warm, in need of the drugs which help to control disease. Nor can peace be maintained if people are unable to find the evidences of sincere interest and good will and the sources of balanced satisfactions in living which make for security in relationships with others.

In the chart which follows, physical and mental health are treated in separate sections. While this helps to focus more clearly on specific situations it should not obscure the interrelationships between the two aspects of the total problem. Physical well-being has a definite effect upon ability to satisfy emotional and social needs. On the other hand, severe emotional tensions, unresolved conflict situations, unsatisfied needs for status in the group or for affectionate relationships with other individuals have a definite effect upon physical functions. Health, in its full meaning, calls for ability to meet both types of situations. Many of the everyday experiences which people face involve persistent problems from both areas.

Persistent situations calling primarily for ability to meet physiological needs have been grouped in a section separate from those centered around avoiding or caring for illness or injury. Again there are many interrelationships. Many of the daily life experiences which demand the use of health routines necessary for well-being call directly for ability to deal with the persistent problems of meeting food needs, maintaining needed body temperature, and others related to satisfying physiological needs. The teacher, helping learners face the complex situations of daily life which call for a variety of health routines, identifies and helps to build the needed understandings demanded by whatever persistent situations related to the meeting of physiological needs happen to be involved in the immediate situation. At the same time he builds toward such other concepts as the importance of knowing the routines suited to individual needs and the desirability of practicing them regularly. Such overlapping is inevitable when the attempt is to show a single persistent life situation in relation to the immediate activities of daily life in which many persistent situations may be involved.

The daily life experiences given in this chart also involve many persistent life situations appearing in other parts of the analysis. A few of the more important relationships will serve to illustrate.

Experiences such as securing adequate housing and clothing to meet individual needs or those of a family draw not only upon several persistent problems in the health area but also upon certain aspects of aesthetic expression and appreciation, upon the problems of securing goods and services, providing for social welfare, and using technological resources. Some of the situations of daily living involving ability to meet physiological needs also call for understandings important in dealing with physical phenomena, plant and animal life, and physical and chemical forces. Many of the experiences in which the individual strives to satisfy emotional and social needs may also call for competence in person-to-person relationships, in group membership, and in intergroup relationships, and at times include certain problems of moral choice and responsibility and of aesthetic expression and appreciation.

Many of the situations faced in early childhood are those in which the problem is mainly that of adapting to family and school patterns. Some of the most important learnings at this level come as habits are formed through repeated opportunities to participate in situations in which the health practices are used. Simple explanations at first are generally all that are needed. For later childhood and adolescence many more of the "reasons why" are needed and a much larger measure of understanding of both physiological and psychological processes can be given as the problem demands it and the maturity of the learner makes the information meaningful for him. In later childhood, and more definitely in youth and adulthood, educators must recognize their responsibility to expand understandings beyond individual needs to those basic to safeguarding the health of social groups from the immediate family to the world.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO MEET HEALTH NEEDS

EARLY CHILDHOOD

LATER CHILDHOOD

| | A. Satisfying Physiological Needs | A. Satisfying Physiological Needs |
|--|--|--|
| MEETING FOOD NEEDS | Adjusting to family food patterns (Trying new foods; learning to eat standard family dishes; understanding general reasons back of differences in foods eaten by various members of the family; finding why other children do not eat the same kinds of food; finding why parents urge him to drink his milk, eat the varied foods on his plate; accepting parental choices in restaurant meals; sharing in mid-morning lunch at school . . .) | Making choices which satisfy individual tastes within family patterns (Discovering bases on which to suggest alternative dishes in family meals; choosing from among kinds of foods in cafeteria; finding the reason for school lunchroom regulations regarding choice of food; packing school lunch box; suggesting foods for special occasions; deciding how much to eat, what to eat between meals; choosing candy or other food on which to spend allowance . . .) |
| Balancing Meals | | |
| Knowing and Safeguarding Nutritional Values | Adjusting to family patterns which safeguard maximum contribution of nutritional elements in foods (Taking adequate amount of time for meals; learning how to chew food; making mealtimes pleasant and free from quarrels or unpleasant topics; helping prepare food on occasion at home or school . . .) | Finding major nutritional contributions of common foods (Asking about the meaning of common terms such as vitamin, calorie; finding out about new foods seen in grocery store; selecting items on family grocery list; finding the major nutritional contributions of such foods as milk, common vegetables . . .) |
| Safeguarding Food Supply | Sharing in family and school efforts to guard against waste of food (Taking small helpings and asking for seconds; taking small portions of unfamiliar foods; helping grow a vegetable garden . . .) | Understanding family and community concerns about food shortages (Finding what is done to provide food for victims of flood and famine; finding what happens to money collected in local Community Chest or Red Cross drives; finding why mother is concerned when fresh fruits or vegetables are not available; investigating local reports about food shortages; discussing such local measures for assuring the quality of foods as pasteurization, inspection of stores; helping raise a garden . . .) |

YOUTH

ADULTHOOD

A. Satisfying Physiological Needs

Selecting food to achieve definite physical results (Deciding on and preparing occasional family meals; getting meals for young children; helping prepare meals for invalids; deciding on special athletes' diets; considering problems of and dangers in dieting to maintain attractive personal appearance; deciding whether to adopt food fads of the gang; selecting refreshments for parties, school banquets . . .)

Finding how to tell nutritional quality of foods and preserve it in food preparation (Finding the meaning of common brands, labels, and accepted standards; analyzing advertisements about foods; finding how to select fresh fruits or vegetables; finding how to use information from educational research and promotional agencies; finding how to prepare meals to preserve nutritional values in foods; investigating the differences between canned, frozen, and fresh products; investigating the effects of various nutritional elements on health; finding the influence of emotions on digestion . . .)

Understanding the issues involved and taking action when possible to safeguard the quality and quantity of food supply (Cooperating in emergency food measures for victims of flood and famine; helping preserve foods; growing a garden; raising animals, fowl; finding how to care for plant and animal life to ensure the most satisfactory yield; discussing the purpose of pure food laws; considering the purpose of rationing; discussing international plans to provide for nutritional needs of underfed peoples; discussing issues involved in proposals to raise national standards of living . . .)

A. Satisfying Physiological Needs

Providing balanced meals in terms of individual needs of those who consume them (Adjusting choices to personal fatigue or energy needs; preparing meals for young children; feeding invalids; selecting refreshments for special occasions; deciding when to supplement diet with special nutritional products . . .)

Selecting and preparing foods which meet desired nutritional standards (Interpreting brands and labels; interpreting advertising; deciding between fresh or canned vegetables; choosing meats; deciding whether to buy enriched bread or other products which have vitamins added; using information from educational research and promotional agencies; preparing meals so as to conserve nutritional elements; helping achieve conditions at meal-times that allow body to make use of full nutritional qualities of foods . . .)

Acting to safeguard the quantity and quality of national and world food supply (Cooperating in relief, famine, flood emergencies; voting on pure food laws; acting upon proposals to raise national standards of living; acting upon international plans to provide for nutritional needs of underfed peoples; taking action on national plans to increase supply of raw foods through subsidies, crop control, experimental farms and the like; raising a garden or livestock for family or community needs; preserving foods needed for family . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**MEETING
NEEDS FOR
AIR AND
LIGHT**

Regulating
Ventilation
and Lighting

Carrying out adult decisions as to needs for fresh air and light (Finding why parents open bedroom windows or take other steps to ventilate home; helping regulate ventilation in classroom or home; helping decide when lights are needed; pulling shades when needed; holding book or placing work to secure adequate light . . .)

Finding how and when to provide fresh air and adequate light in situations where personally concerned (Helping air house or classroom; regulating ventilation in his own bedroom; finding how to ventilate a room properly; finding why people feel drowsy in poorly ventilated rooms; finding how large buildings are ventilated; turning on lights when needed; finding good light for reading; finding what strength of light bulb is appropriate for different situations; protecting eyes from glare . . .)

Controlling
Community
Air Conditions
and Providing
for Sunlight

Sharing in home and community provisions for fresh air and sunlight (Playing out of doors during recess or after school when choice of outdoor activities is desirable; sharing in family picnics, trips; accepting family recommendations to prevent sunburn . . .)

Understanding significant community measures for controlling air conditions and providing sunlight (Discussing community plans for smoke control; investigating local measures to control air conditions in industrial areas; discussing city planning projects which affect his family or neighborhood; finding how to prevent sunburn . . .)

**MAINTAIN-
ING NEEDED
BODY
TEMPERA-
TURE**

Selecting
Appropriate
Clothing

Telling when different amounts or kinds of clothing are needed (Learning to tell when discomfort is caused by too much or too little clothing; finding why parents insist on special clothing in rain, cold weather, very warm days; selecting appropriate clothing with help of adults . . .)

Selecting clothing with regard to activity and temperature conditions (Selecting appropriate clothing for various types of activities, outdoor play, rainy days; deciding on amount of covering needed when sleeping; finding how and why weight of clothing is adjusted to activity and temperature; finding why parents insist on special clothing after illness, on sweaters after being overheated . . .)

Adjusting
Activity
to Tempera-
ture

Making simple adjustments to temperature conditions (Taking adult advice about games on hot days; finding how to keep hands and feet warm on cold days; following adult advice about cooling off after strenuous play . . .)

Choosing activities which take account of temperature conditions (Deciding what games to play on very warm days; deciding how to keep warm when outdoors on very cold days; finding how to use cool drinks; bathing appropriately to cool off . . .)

YOUTH

ADULTHOOD

Taking responsibility for regulating ventilation and lighting in situations where personally involved (Securing proper ventilation and lighting in home or school rooms; assuming responsibility for ventilation in school auditorium, other places where large crowds are gathered; finding what is involved in building a house to assure proper ventilation and light; discovering the methods and purposes of air conditioning; investigating new methods of lighting; arranging adequate lighting for reading or work . . .)

Understanding issues involved in community measures for control of air and sunlight and cooperating where possible (Investigating slum conditions; understanding issues involved in community measures to provide smoke control, parks and playgrounds, adequate housing; cooperating in community plans to safeguard community needs for fresh air and sunshine . . .)

Selecting clothing in terms of individual needs and social demands (Selecting clothing which will gain social approval and still meet temperature needs—following the school fad in sweaters, socks, while still keeping warm; selecting clothing in terms of weather and projected activities; dressing younger children for various activities and weather conditions; deciding how much bedding is needed for self or younger children; sharing in efforts of local welfare agencies to provide clothing for underprivileged or victims of disaster . . .)

Adjusting activity to temperature conditions (Deciding where to take vacation; deciding what time of day to play active sports; planning group activities with reference to temperature; finding how to cool off after strenuous sports . . .)

Regulating ventilation and lighting in home or place of work to meet needs of self and others (Selecting or building house to secure proper ventilation and light; deciding whether to air-condition place of business; regulating ventilation and lighting to meet needs of self and members of family when sleeping, at play, at work; helping children learn how to meet their needs for light and air; deciding what kind and quality of light are needed . . .)

Acting to safeguard an adequate supply of fresh air and sunlight for self and others (Taking action on community provisions for smoke control; securing adequate play space for children; helping provide summer camp experiences for children; taking action on city planning to separate housing and industrial areas . . .)

Providing clothing suited to the needs of self and others (Deciding on weight of clothing for self or children in the light of such factors as kind of activity, temperature, weather, physical condition; deciding how much bedding is needed for young children, invalids; helping children learn to make sound choice of clothing; sharing in community and national plans to supply clothing to those in special need . . .)

Adjusting or helping others adjust activity to temperature conditions (Deciding when to plan vacations for self or others; deciding where to take vacation; helping children plan activities for very warm or cold weather; adjusting personal activities to weather conditions . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Regulating
Building
Temperature

Finding ways of avoiding discomfort caused by room being too warm or too cold (Telling when room is too warm or too cool; finding how one regulates the heat in a room; reading thermometers; helping decide when classroom temperatures need changing; regulating opening of doors and windows . . .)

Adjusting heat in rooms where one is at work or at play (Finding how to tell how warm a room should be; reading thermometers; helping parents care for heating system at home; helping control heat in classroom; finding how to control drafts in adjusting room temperatures . . .)

Maintaining
Desired
Temperature
Through
Adequate
Housing

Observing family and community efforts to provide housing conditions that contribute to adequate temperature (Watching a house in the neighborhood being built; watching father put up storm windows; finding why school ventilation system is operated by custodian and classroom windows are not opened by teacher . . .)

Helping with family efforts to provide housing conditions which contribute to adequate temperature (Finding what purpose is served by systems of insulation in the home—helping put on storm windows, weather-strip doors; finding differences between heating systems of home and school; understanding the general principles of the air-conditioning systems in use in local buildings; finding how community housing projects contribute to better heating and ventilation . . .)

**SECURING
NEEDED
REST AND
ACTIVITY**

Balancing
Rest and
Activity

Securing rest and exercise within family and school facilities (Knowing when physical activity is needed—when to stretch, when to move about after quiet work; knowing when tired and needing a rest; taking afternoon nap; going to bed when told; sharing in school rest periods; participating in school play periods; deciding what to play at school and at home . . .)

Selecting activities which meet individual interests within family and school facilities (Sharing in decisions as to hour of going to bed; deciding what games to play; helping plan the schedule of the school day; finding why parents and others insist on adequate rest and activity; planning out-of-school time to secure both active play and quiet activities . . .)

Developing
Needed
Skills for
Relaxation
and
Activity

Experimenting with a variety of ways of securing relaxation and activity (Throwing and catching balls; running, skipping, jumping; playing with skates; sharing in rhythmic activities; playing in water; learning to find satisfaction in quiet activities such as reading, music, painting . . .)

Developing skills basic to meeting needs for rest and activity (Playing baseball, football, tennis; skating, swimming, skiing; riding bicycle; developing hobbies; experimenting with new uses of reading, work with clay, construction, sewing, music; learning to play quiet games . . .)

YOUTH

ADULTHOOD

Controlling heat in buildings to meet the needs of those using them (Adjusting temperature of room to a given activity; taking charge of heating system at home; deciding on needed temperature of school gymnasium for dances or games . . .)

Cooperating in home and community actions to secure housing conditions which facilitate the maintaining of desired temperature (Helping insulate home; discussing issues involved in proposed housing projects; investigating the methods and purposes of air conditioning; helping parents decide on adequate heating system for the home; discussing the possible hardships of a threatened fuel shortage . . .)

Meeting individual rest and activity needs and understanding issues involved in assuring the same to others (Deciding amount of sleep needed, number of nights out; taking responsibility for training routines as a member of school team; adjusting routines to unusual demands—securing extra rest when facing unusually active days; discussing purpose of legislation relating to a shorter working week, child labor . . .)

Adjusting forms of relaxation and activity in the light of personal and social considerations (Learning to dance; deciding what school teams to play on; deciding what other active individual and social enterprises to take part in; developing hobbies; extending interests in reading, in forms of aesthetic expression . . .)

Providing for the adjustment of building temperatures to the needs of those who use them (Adjusting temperature of home or place of business to purposes for which they are to be used; taking responsibility for heating system in the home; adjusting temperatures by means which avoids drafts, other undesirable conditions . . .)

Securing housing conditions which facilitate maintaining desired temperatures (Securing the construction needed to give adequate control of heat in home; acting upon proposed housing projects; deciding whether to use air conditioning; deciding what heating system to use in house or place of business; regulating heating to take account of national and world fuel supply; deciding whether to support plans to provide for reconstruction in other nations . . .)

Providing for balance of rest and activity to meet needs of self and others (Adjusting amounts of rest and relaxation to physical demands; planning vacations; seeing that children in family secure adequate rest and activity; acting on labor laws regarding a shorter working week, child labor . . .)

Adjusting activity and relaxation to age and energy (Deciding on channels through which to secure exercise—golf, hiking, fishing; teaching children how to play games; pursuing hobbies; enjoying and helping children to enjoy forms of aesthetic expression . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Securing
Facilities
for Rest
and
Activity

Finding sources for play and relaxation within the environment (Using community playgrounds, deciding where to keep playthings, learning to use school facilities, finding sources of activity in his environment—playing with pets, climbing)

Sharing in use of and provision for home and community facilities for relaxation and activity (Taking responsible share in using and caring for equipment in community playground, helping equip playground at school or play space at home, deciding which teams or clubs to join, adjusting games to space and numbers playing, making a garden)

MEETING
SEX NEEDS

Establishing
Appropriate
Relationships
with Opposite
Sex

Obtaining simple answers to questions about sex and learning to work and play with both sexes (Asking about new baby in family, asking where babies come from, asking about physical differences of boys and girls, playing with children of own and opposite sex)

Establishing friendships and working relationships with members of own and opposite sex and acquiring general information regarding reproduction (Finding how babies are born, raising animals, finding reasons for physical differences, joining club groups and gangs, deciding when to include members of opposite sex in activities, observing accepted mores regarding behavior of one's own sex)

Obtaining
Constructive
Social
Regulations

Finding implications of parental or press references to social problems (Asking about the reasons for divorce, asking why older brothers or sisters are not allowed to go to roadhouses, discussing tabloid reports)

YOUTH

ADULTHOOD

Finding what is involved in making adequate provisions for relaxation and activity and taking responsible share where possible (Helping make school facilities available to other groups; helping lay plans for community playgrounds; organizing or sharing in hiking clubs, teams; discussing plans for community parks; cooperating with other members of the family to provide atmosphere conducive to rest and relaxation; adjusting type of activity to needs of others for rest . . .)

Acting to secure home and community facilities for relaxation and activity (Providing community facilities for play for children and adults; organizing clubs and community recreational groups; providing home and community resources for aesthetic expression and appreciation; making play room or playground at home for children; providing an atmosphere conducive to rest and relaxation; providing adequate sleeping quarters for self and children; deciding on beds and other facilities which will give most effective rest . . .)

Understanding and dealing with changes in bodily structure and their resulting social implications (Attracting and holding interest and friendship of opposite sex; deciding on desirable characteristics of a mate; deciding on degree of physical experimentation with opposite sex—petting, necking; deciding whether to marry before going to college or establishing one's business; finding the reasons for physical changes which occur in one's own and opposite sex; finding what personal hygiene is needed; finding sources of reliable information . . .)

Making socially acceptable adjustments to adult sex needs (Choosing and making adequate adjustments to mate; discovering socially acceptable substitutes if unmarried; making decisions regarding establishment of a family; guiding sex education of children; finding reliable sources of help and information . . .)

Understanding general issues regarding social controls of sex relations (Discussing curfews and other laws restricting activities of youth; discussing the place of married women in the vocational world; discussing the implications of divorce laws, birth control, proposals for control of venereal disease; discussing the soundness of parental and community attitudes toward sex . . .)

Obtaining constructive social regulations (Deciding on the respective places of married and unmarried women in the vocational world; providing socially acceptable outlets for youth—supervised dances, the home as a center for activities; deciding on the dissemination of birth control information; making decisions regarding the adequacy of divorce laws, care of unmarried mothers, control of prostitution; deciding on methods of controlling venereal disease; helping children build constructive attitudes toward sex . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

GETTING RID OF BODY WASTES

Establishing
Individual
Routines

Practicing good elimination habits under adult supervision (Attending to toileting; helping with baths; changing clothing or bathing after hard play; washing hands after going to toilet, before meals . . .)

Taking responsibility for elimination routines and understanding their importance (Attending to toileting, bathing without supervision; finding why body perspires; finding the ways in which waste products are eliminated; finding why laxatives are sometimes given, why parents insist upon regular bathing and elimination . . .)

Securing
Adequate
Sanitary
Facilities

Learning how to use sanitary facilities properly (Helping clean bathtub; learning how to flush toilet; learning how to use school sanitary facilities . . .)

Taking full responsibility for proper use of sanitary facilities (Keeping facilities at home and school clean; contributing to family discussions about needed facilities; finding how community sewage disposal is provided for . . .)

B. Satisfying Emotional and Social Needs

ACHIEVING SECURE RELATIONS WITH OTHERS

Establishing
Affectionate
Relationships

Finding sources of affection in family and friends (Expressing affection for parents; reacting to expressions of affection from parents; establishing affectionate relationships with relatives living in the home; building affectionate relationships with other children in the family; making friends in school and neighborhood; sharing parents' affection with a new baby, older children in the family . . .)

B. Satisfying Emotional and Social Needs

Building friendships and satisfying affectionate relationships (Distinguishing between the ways parents express affection for younger children and those used with himself; establishing friendships with members of the peer group; finding how to identify expressions of affection in friends, adults outside of family; deciding how much affection to give to teacher and other school personnel; finding sources of affection when home is broken; finding how to share parents' affection with other children; building affectionate relationships with brothers and sisters . . .)

YOUTH

ADULTHOOD

Understanding the relation of good elimination to other physiological factors (Deciding when and how often to bathe; finding how regular routine can help prevent acne, headaches; choosing food which helps keep elimination regular; taking special steps to secure regular elimination when needed; finding what harm may result from too free use of laxatives . . .)

Helping others for whom one is responsible to maintain regular and adequate elimination (Being responsible for habits of young children; finding diets which help maintain regularity; knowing the properties of and when to use various laxatives; helping children appreciate the social aspects of cleanliness . . .)

Understanding issues involved in and taking action where possible to secure adequate sanitary facilities (Helping parents make needed changes in home facilities; discussing community housing projects; investigating proposed community plans for more adequate sewage disposal . . .)

Acting to secure adequate sanitary facilities for self and others (Deciding what bathing and toileting facilities are needed in home, schools, places of business; taking action on proposed housing projects designed to provide adequate facilities; taking action on community plans for sewage disposal . . .)

B. Satisfying Emotional and Social Needs

Extending the range and quality of friendships and affectionate relationships (Establishing friendships with members of the opposite sex; deciding what expressions of affection to ask from or to give to the opposite sex; building close friendships with members of one's own sex; deciding what to demand of and offer to "best" friends; establishing new sources of friendship when in college, in a new job; deciding what expression of affection to seek from or give to teachers, other adults on whom "crushes" are formed; establishing mature patterns in giving and demanding affection from parents . . .)

B. Satisfying Emotional and Social Needs

Establishing mature and satisfying friendships and affectionate relationships with other persons (Establishing patterns of mutual affection with husband or wife; deciding what expression of affection to give to or to expect from children in the family; deciding on the degree of friendship to expect from friends; deciding whether to share an apartment or living quarters if unmarried; determining what degree of friendship to expect from business relations; determining what degree of friendship to expect from or give to service groups . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Achieving
Status in
Groups

Finding ways of contributing to group activities (Finding how to share in class discussions; taking leadership responsibilities in games; finding ways of using special reading ability, artistic talent, musical ability in the interest of the group; sharing special property, interests with the group; locating smaller groups within the class who have like interests; sharing in family activities . . .)

Learning ways of taking appropriate responsibility in group situations (Finding ways through which to make a contribution to class activities; deciding what share to take in carrying out a class project; taking leadership responsibilities in the class group; sharing in family activities and responsibilities; becoming part of group if physically much larger or smaller; making up for physical defects; sharing in club or gang activities . . .)

MAKING
CONSTRUCTIVE
USE
OF EMOTIONS

Achieving
Constructive
Expression
of Emotions

Finding acceptable ways of expressing emotions (Finding how to express anger, annoyance without hurting self or others; finding how to get help when afraid; finding how to express sorrow, anger, fear in words so that others can help; finding how to express affection for family and friends; taking positive steps to control a situation—finding how to make new plans instead of crying if disappointed, how to get acquainted with objects of which one is afraid . . .)

Discovering constructive channels through which to express emotions (Using words instead of actions to express emotions; knowing what to do when teased; finding how to distinguish between causes for real indignation and events which cannot be changed; finding how to take steps to get help when worried, afraid; making positive proposals when the actions of others have upset plans; expressing friendship and affection in ways that are satisfying to oneself and acceptable to others; deciding when to express and when to control emotions . . .)

Securing
Balanced
Satisfactions

Finding sources of emotional satisfaction in daily activities (Sharing exciting stories, pictures with others; finding sources of pleasure in games, other social activities; having fun exploring paint, clay, wood, and other media; finding sources of interest in the natural environment; enjoying friends and family; sharing musical experiences—songs, singing games, records, rhythms, toy instruments . . .)

Learning to use a variety of sources of emotional satisfaction (Finding satisfying games to play with friends; deciding what radio programs to listen to; discovering the variety of satisfactions in motion pictures; exploring sources of pleasure in books; collecting things; satisfying intellectual curiosity through reading, experimenting; helping make classrooms or clubrooms pleasant places in which to work; exploring sources of satisfaction in forms of aesthetic expression; getting satisfaction out of work well done . . .)

YOUTH

ADULTHOOD

Extending ability to use individual capacities to secure group status (Seeking, or deciding whether to seek a class office; finding means of participating in all-school activities if not adept in the activity which receives the greatest recognition—finding a way of contributing to the school's athletic success if not able to make the team; making a constructive contribution to the community group; sharing in responsibilities and decisions of the family group; finding ways of making up for having less spending money, fewer clothes than the rest of the group; developing satisfying group membership in spite of differences in socio-economic group, race, nationality, religious affiliation . . .)

Extending ability to control and direct emotions (Discussing problems with parents and others without becoming annoyed or upset; finding ways of achieving constructive solutions in situations which cause anger, worry; finding means of expressing affection for the opposite sex, for friends of one's own sex; getting along with difficult persons; establishing mature patterns in giving and demanding affection from parents; judging when to express and when to control emotions; discovering the dangers of alcohol or drugs as temporary escapes from a problem; appraising group mores for expressing emotions . . .)

Extending the range of constructive sources of emotional satisfaction (Planning an enjoyable social evening with friends; learning how to dance, participate in other social activities; establishing hobbies, other sources of interest and pleasure; appraising sources of spiritual expression offered by churches; decorating own room, helping family decorate home; exploring school and community resources for aesthetic expression; choosing reading that offers greatest satisfactions; exploring sources of emotional satisfaction in natural environment; deciding whether to seek excitement through disobeying parents, "illegal" activities with friends . . .)

Helping self and others to secure status in a variety of groups (Finding how best to make a constructive contribution to a community group; using talents or special interests to make a contribution to a group; deciding what group expression is needed as proof that one has done a good job; expressing appropriate praise or approval to colleagues or other group members; helping children find means through which to make a positive contribution to the family group . . .)

Achieving constructive and mature expression of emotions (Achieving satisfying emotional relationships with husband or wife; deciding what expressions of affection to give and demand from others, including children; taking constructive positive action when emotionally disturbed; helping children overcome fears; helping children achieve satisfying and acceptable expressions of emotions; appraising the social issues involved in use of alcohol and drugs as means of emotional release . . .)

Using constructive sources of emotional satisfaction (Supplying sources of emotional satisfaction for self and family; identifying emotional satisfactions in a vocation; finding sources of emotional satisfaction in books, radio, motion pictures; budgeting time to secure social contacts, aesthetic experiences, spiritual expression; pursuing hobbies; helping children establish hobbies and special interests; securing and helping children secure time for individual activities; establishing satisfying personal contacts with colleagues, community groups; using and helping children use recreational facilities in the community . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**ACHIEVING
SELF-
DIRECTION****Adjusting
to Personal
Strengths
and
Weaknesses**

Becoming aware of individual strengths and weaknesses (Finding which activities one does well, which ones need to be developed; learning how to respond in situations in which one excels, is less able; finding that other children differ in the kinds of work they do, the way they react; learning to tell when tired and needing rest; finding what activities can be engaged in if one has a rheumatic heart, a paralyzed limb . . .)

Finding ways of using or adjusting to individual capacities (Evaluating the effectiveness of one's contribution to the class group; deciding in which activities to give leadership, in which to follow; deciding whether to practice to become a member of the ball team; deciding whether to volunteer musical, artistic ability to the group; making effective use of special abilities—skill in sports, use of hands in construction; finding how to share in activities in spite of poor vision, hearing, very small size, overly large size, other difficulties . . .)

**Dealing
with
Success and
Failure**

Finding ways of meeting successes and disappointments (Deciding what to do when a favorite doll or toy breaks; deciding how to behave when parents or others praise or compliment one; deciding what to do if an object being made does not turn out right; reacting to parental restrictions, school regulations; being helped to understand the death of a parent, friend, pet; making other plans if bad weather spoils a class picnic . . .)

Learning how to plan next steps after meeting success and failure (Responding to commendation; reacting in situations where leadership responsibility or other special recognition is given; deciding what steps to take if special plans do not work out; proceeding when someone destroys a partially completed job; planning next steps when original plans for an enterprise have failed; deciding what to do when a plan fails because of lack of skills; adjusting to the death of a parent . . .)

**Making
Choices and
Resolving
Conflict
Situations**

Learning what is involved in making simple choices (Choosing between two toys; deciding whether to spend allowance now or save it until the end of the week; deciding whether to save candy for oneself or give part of it to a friend; deciding whether or not to touch the cookie jar when mother is away; helping decide which activities to undertake in school; finding how parents or others can help you think through a situation . . .)

Finding how to identify major issues in a situation and what sources of help to use (Choosing between two things one wants very much; deciding what to do in a situation when one is afraid or worried; choosing between activities which the gang wants to do and those which a parent wants; deciding when to seek parental or other adult help; finding how to analyze the elements in a problem when additional information is needed before making a decision . . .)

YOUTH

ADULTHOOD

Growing in ability to use individual capacities (Choosing the vocation which will provide the best use of one's ability; discussing whether academic records indicate ability to succeed in college; deciding whether to attempt a special musical, artistic career; deciding which activities of student council to help with; deciding whether to become a member of basketball, football team; appraising efforts to write, paint; planning individual program to secure rest as needed; finding how to adjust to persons who move much more slowly, more quickly; finding ways of social participation in spite of physical defects; finding ways of dressing to minimize physical peculiarities; recognizing and adjusting to limitations in health and strength. . .)

Extending ability to make constructive plans in situations involving success and failure (Reacting after losing or winning a school election; deciding what to say to the opposing team after winning or losing a game; planning next steps to take when a science experiment has not worked; deciding what to do if girl or boy friend goes off with someone else; deciding how to act when classmates or others compliment one on a job well done; reacting when special talents bring popular acclaim; balancing personal standards and group approval in evaluating success or failure; setting realistic levels of aspiration . . .)

Increasing in ability to identify issues and use appropriate sources in making choices (Appraising one's bases in making a moral decision; examining the bases on which decisions regarding other racial and religious groups are made; discussing how propaganda influences decisions; deciding what issues are involved in obeying parents or going with one's gang; appraising family and community mores as guides for making decisions; evaluating past experience as a guide in making decisions; finding how emotions and attitudes influence choices; evaluating sources of guidance outside of the home—the church, youth groups, citizens in the community . . .)

Making constructive use of individual capacities (Deciding what vocation will make best use of one's capacities; deciding which special talents to use for personal and group satisfactions; deciding what level of perfection to demand of oneself in special fields; deciding what level of perfection to expect from children; adjusting balance of rest and activity to capacities; adjusting to the tempo of other persons whose pace is different from one's own; selecting activities which allow for physical defects or deformities; helping children make constructive use of strengths and weaknesses . . .)

Making constructive use of success and failure (Establishing bases for judging success and failure; deciding when financial remuneration should be looked on as a measure of success; evaluating progress toward one's goal; deciding what steps to take after losing a job, a business deal; adjusting and helping children adjust to death in the family; helping children set realistic levels of aspiration . . .)

Using reasoned decisions to determine action in conflict situations (Identifying the personal goals and values that are inherent in a choice situation; finding which issues have to be faced before making a decision; helping children determine the bases on which they are making decisions; deciding how one's personal philosophy and values influence one's decision; deciding when to ask someone for assistance; deciding how to evaluate and whether to act upon advice given . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

C. Avoiding and Caring for Illness and Injury**AVOIDING ILLNESS****Practicing Desirable Health Routines**

Practicing simple routines under adult guidance (Eating the variety of foods set before him; finding why parents insist on ample time for meals, why they do not allow unpleasant topics to be discussed at meals; going to bed on time; adjusting amount of clothing as needed; moving to better light, holding book at proper angle when reading; cooperating with school nurse or physician during physical examination . . .)

Providing for Disease Control

Discovering personal and general community provision for disease control (Remembering to wash hands before meals; using handkerchief; covering coughs and sneezes; helping keep toilets and washrooms clean; cooperating with doctor in being vaccinated and given other inoculations; finding why he cannot play with a child who has a contagious disease, why he himself is kept away from others, why the school nurse examines those who have been exposed to a disease; helping kill flies; keeping screen doors closed . . .)

C. Avoiding and Caring for Illness and Injury

Practicing and finding reasons back of health routines (Deciding what and how much to eat; finding why parents and others insist on adequate rest and activity; being responsible for regular elimination; finding why parents insist on sweaters after active play; taking responsibility for appropriate clothing; finding what lighting is needed for reading; finding why different kinds of shoes are recommended for various activities; measuring growth in height and weight; discussing results of physical examination . . .)

Finding how germs are carried and sharing responsibility for the control of disease (Finding why hands should be washed before meals, why fingers, pencils, should not be put in mouth; finding the general purposes of disinfectants, other common means of destroying germs; discussing purposes of vaccination, inoculation; finding why raw fruits and vegetables are washed before being eaten, why some foods must be well cooked, why some foods in stores are covered; finding why parents buy pasteurized milk; disposing of garbage properly in home or on picnics . . .)

YOUTH

ADULTHOOD

**C. Avoiding and Caring for
Illness and Injury**

Taking responsibility for personal health practices (Choosing diets which will maintain proper weight, improve complexion; choosing cosmetics with regard for effects upon health; choosing clothing appropriate to health needs; planning amounts of exercise; adjusting lighting to activity; choosing shoes appropriate to various activities; acting upon results of physical examination; deciding whether to use alcohol, tobacco; discussing the effects of narcotics, alcohol, tobacco . . .)

Understanding and cooperating in home and community efforts toward germ control (Taking precautions to keep from spreading a cold; investigating causes of diseases and how they spread; finding why frequent medical examinations are recommended; helping keep home clean—sterilizing dishes, disposing of garbage; preparing and caring for food; keeping school and public buildings clean; helping enforce community measures to ensure a sanitary food supply; discussing the reasons for government regulations on imported foods; cooperating in drives to control flies and mosquitoes; discussing the reasons for laws requiring health examinations; finding what is done by the local health department and similar state and national agencies . . .)

**C. Avoiding and Caring for
Illness and Injury**

Taking responsibility for health practices of self and others under one's care (Choosing balanced diets for self and others; choosing proper shoes for children; helping children select proper clothing; providing adequate lighting in home; providing adequate heating, ventilation, bathing facilities in home; having periodic medical examination, providing for examination of children; deciding on extent of use of alcohol, tobacco; considering legislation regarding narcotics . . .)

Taking responsibility for germ control for self and others in home and community (Deciding when to have children vaccinated or inoculated; teaching children proper health routines; recognizing major symptoms of contagious diseases; providing for community garbage and sewage disposal; using proper precautions in preparing and caring for food; evaluating work of public health officials; supporting government regulations to ensure sanitary food supplies . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

AVOIDING
ACCIDENTSUsing
Safety
Measures

Finding how to use simple safety controls in home and community (Following adults' advice on how to use matches, knives, hammers, saws; finding how to go safely up and down ladders; finding why he cannot handle the contents of the medicine chest; keeping away from hot objects; learning not to run on waxed floors, scatter rugs, near furniture with sharp edges; obeying traffic regulations; understanding what the fire department does; deciding where to go to play; playing on ice . . .)

Providing
Needed
Safety
Measures

Helping parents and others take needed safety measures (Picking up toys, helping decide where to keep playthings; putting away tools in proper place; helping to decide where to keep scissors, other sharp objects . . .)

Using safety controls in situations where personally involved (Using tools; riding bicycle in traffic; using other means of transportation safely; finding a safe place to play; taking care of younger children; finding what precautions to take when swimming, skating, walking on slippery streets; recognizing poisonous plants . . .)

Understanding purpose of home and community safety measures (Helping eliminate common hazards in home and school; finding why various community regulations are enforced; helping plan most effective steps to take in school in case of fire; helping family plan ways of protecting younger children from accident . . .)

CARING
FOR
PHYSICAL
DEFECTSCorrecting
Defects

Adjusting to family and school requirements in caring for defects (Remembering to wear glasses; co-operating with dentist; following mother's advice as to amount and kind of activity after illnesses; learning how to share in family or school activities in spite of physical handicaps . . .)

Understanding reasons for and co-operating in correction of defects (Finding why glasses should be worn; moving to place in classroom which allows for better vision or hearing; wearing braces on teeth; finding why parents insist on visits to dentist; finding why different kinds of shoes are recommended to correct foot weaknesses; finding why some kinds of activities are not allowed after certain illnesses; contributing to group activities despite serious handicaps . . .)

YOUTH

ADULTHOOD

Taking responsibility for safety controls in situations where personally involved (Driving car; obeying traffic regulations; driving tractor, binder, other farm implements; finding how to keep injury to a minimum in active sports; providing precautions needed when acting as counselor—at camp, caring for young children at home, on community playgrounds; obeying safety regulations relating to activities on part-time job; using tools and machines at home and school . . .)

Taking responsibility for using safety controls in home and community (Deciding where to keep tools; using kerosene, gas, gasoline with proper safeguards; deciding where to keep poisons; teaching children how to use tools; helping children develop needed precautions with fire, boiling water; using safety measures needed in occupation; taking needed precautions when driving car . . .)

Taking proportionate responsibility in providing needed safety measures in home and community (Removing hazards in home or school; finding what is involved in community efforts to lower occupational hazards, provide fire protection, provide safe play space for children; taking proportionate share in community measures to secure needed safety controls . . .)

Providing needed safety measures in home and community (Surveying home to eliminate common sources of accident; providing adequate fire protection in home; labeling articles in medicine chest; considering adequacy of community fire, flood protection; providing safe play space for children; considering adequacy of safety measures in various occupations; considering effectiveness of community traffic regulations; taking action on legislation to provide safety measures in community, in industry . . .)

Making necessary corrections of physical defects in ways which are socially acceptable (Securing popular style of glasses; buying shoes that are corrective, yet attractive; taking responsibility for regular visits to dentist; finding what community provisions are made for correcting the defects of needy children; buying clothing which minimizes physical defects; finding channels through which to become accepted in the social group in the face of physical defects which cannot be corrected . . .)

Securing adequate correction of physical defects for self and others (Securing needed corrections for personal defects, providing for correction of physical defects in young children; helping children adjust to serious defects; acting on proposals to provide additional medical or dental care in schools, for other community groups . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**CARING
FOR
ILLNESS
OR
INJURY**
**Providing
First Aid**
**Providing
Care in
Time of
Illness**
**Getting help for self or others
when injured** (Going to teacher,
parents, or school nurse with cuts,
burns, bruises; going for help when
others are injured . . .)

**Cooperating when self or mem-
bers of family are ill** (Learning to
tell mother or teacher when feeling
ill; adjusting to the routines of ill-
ness; playing quietly when illness
is in home . . .)

Giving first aid for simple injuries
(Finding general methods of treat-
ing cuts; finding what to do for
burns, caring for insect bites; under-
standing general uses of disinfect-
ants; finding how to treat poison
ivy; caring for frostbite; knowing
when and where to go for help; tel-
ling others what kind of help is likely
to be needed . . .)

**Finding what kind of cooperation
is needed when self or members of
family are ill** (Finding how to be-
have in sick room; helping prepare
meals for sick person; finding why
he is not allowed certain foods when
ill; carrying out doctor's recommen-
dations; finding why certain medi-
cines must be taken; finding why
special precautions are taken with
contagious diseases; finding what
kinds of care are provided in a
hospital . . .)

YOUTH

ADULTHOOD

Giving adequate first aid when needed
(Treating self or others when injured in home or in games; treating insect bites, poison ivy; giving emergency care to serious cuts; caring for persons who faint; packing a first-aid kit for camp or hikes; finding what major precautions should be taken in giving preliminary care to a person who is seriously injured; securing training needed to give first aid at camp, on hikes, in other emergencies . . .)

Sharing in providing care in time of illness
(Recognizing symptoms of illness; giving home care in minor illnesses; taking temperatures; preparing meals for persons who are ill; discussing medical care provided in the school; sharing in drive to build a new hospital; discussing what is involved in making medical care more widely available; considering the work of the doctor or nurse as a vocation; finding how to evaluate patent medicines; knowing when and how to take drugs without prescriptions; discussing pure food and drug acts . . .)

Giving or providing for adequate first aid for self or others (Giving emergency care to children; equipping first-aid shelf in home or school; giving emergency help in traffic accidents; knowing how to meet emergencies that are most likely to arise in one's home, in one's occupation; acting on measures to provide adequate emergency care in one's occupation, for others in the community . . .)

Securing or providing adequate care for self and others in time of illness (Recognizing symptoms of illness in self or others; deciding when to call a doctor; caring for children during minor illnesses; following doctor's orders; voting on proposals to increase school medical services, to provide for medical care of workmen, to increase amount of medical service in community; discussing means of providing adequate hospitalization; knowing what drugs to use without prescription; knowing how to evaluate patent medicines . . .)

Some Typical Situations Calling for Growth in Ability to Use Intellectual Power

Grouped in this chart are the persistent life situations calling for growth in ability to use fundamental intellectual skills. Other parts of the report have emphasized that one or more of these persistent situations are present in every daily life activity. This can be clearly seen when consideration is given to the times when skill in making ideas clear or in understanding the ideas of others is called for. Effective methods of work are needed at every point in carrying out individual or group activities. Quantitative relationships also are involved in many situations. Every daily life experience listed in other sections of the analysis could, therefore, have been repeated in this chart. In making choices emphasis was placed upon selecting those which would help to identify most clearly the variety of techniques and skills involved.

In a world where cooperative relationships are essential, ability to present a point of view clearly, to take part in discussions, to understand and evaluate the ideas of others becomes crucial. Ability to use quantitative relationships not only is important in the many immediate situations where effective living demands ability to balance a budget, to understand the benefits from insurance or annuity plans, but extends into world relationships as well. International loans, the national debt, the need for guaranteeing financial security to nations, the effect of tariffs on international trade, and many other situations calling for decisions which affect international relationships demand both economic understanding and ability to interpret quantitative values. Ability to use effective methods of work—to plan, to use appropriate resources to set up satisfactory working conditions, to use a scientific approach to the study of situations—is the basis on which sound solutions to problems are derived, be they local, national, or world.

Those who study the situations which follow will note the close relationship between the daily life experiences which call for ability to make ideas clear and those which call for understanding the ideas of others. Taking part in a discussion, for example, involves both knowing how to present one's point of view and how to

understand and secure the opinion of others. Yet the skills do not necessarily develop together. A child may be very able in understanding what an author has written, yet have little of the ability needed to relate it to others. There is an equally close relationship between the several situations given within the section on dealing with quantitative relationships and between the aspects of the section on establishing effective working relationships. Here again, however, each persistent situation calls for a different set of skills. The persistent situations calling for distinct skills have therefore been considered separately, even though many of the same situations of daily living may be repeated in identifying the experiences in which the skills are needed.

Two interrelationships with other sections of the analysis need to be given particular attention. The persistent situations of determining standards adequate for the job to be done and of providing working conditions which make for the greatest efficiency belong both under the general heading of "Using Effective Methods of Work" in this chart and under the section on "Achieving Effective Workmanship" under "Earning a Living" in the chart on Economic-Social-Political Structures and Forces. As they are so important an aspect of the situation in the latter area, they have been placed there and not repeated in this chart. Certain of the daily experiences under "Participating in Organized Education" also are closely related to the present section, but are not repeated.

The complexity of the immediate situation faced is the teacher's clue to the nature and degree of skill that needs to be developed. For example, the little child needs mainly the techniques of discussion basic to expressing his opinion in informal group discussions. Somewhat older children face more situations where it is important to keep to the point, to give others a turn, to evaluate the suggestions of others. Here, and more particularly at adolescence, the need to know how to conduct a meeting, to secure the contributions of all members in the group, to resolve differences and reach conclusions becomes more important. The adult must be effective in a still wider variety of discussion situations—in the family group, the club, the political meeting, Congress. In helping the learner develop in his ability to meet persistent problems in this area, the teacher builds in terms of the demands of the new situation.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO USE INTELLECTUAL POWER

EARLY CHILDHOOD

LATER CHILDHOOD

| | A. Making Ideas Clear | A. Making Ideas Clear |
|---|--|--|
| USING LANGUAGE Contributing to Informal Discussion and Conver- sation | Telling ideas and simple experiences to informal groups (Expressing opinion in class discussions; planning how to carry out a project with three or four other children; talking over plans for work with the teacher; telling members of the family about school, special interests; persuading parents to allow favors; persuading other children to share toys, participate in games; sharing experiences with class members; talking with visitors in home or classroom . . .) | Building techniques of give-and-take in discussion and conversation (Deciding when and what to contribute in class discussions; deciding how far to push a point in class discussions; making a contribution that is to the point; sharing in family discussions; sharing in conversation at family dinner table; talking with visitors; presenting own or class point of view to student council, to all-school committees; sharing experiences and interests with peers and adults—radio programs, interests in movies, hobbies, trips; conducting or participating in class committee work . . .) |
| Making Oral Presentations | Making simple announcements and reports (Telling class group about interesting experiences; presenting proposals for activities to the group; telling class what a special committee has done, making announcements in school assembly; explaining a new game to friends; explaining class plans to parents, visitors; telling a story; reading notices; reading favorite books to others . . .) | Building basic techniques of simple oral presentations (Presenting the results of special study to class; reporting on a new book; presenting a class proposal to the student council; explaining the procedures and results of a science experiment; outlining the plans for a school party, new proposals of the school council; reading the minutes of a meeting; giving clear directions; using voice effectively in making a presentation; using notes; determining how to use illustrative materials; deciding what makes for effective telling of a story; expressing humor, drama, in a story being read aloud; reading factual material aloud so that its meaning is clear . . .) |

YOUTH

A. Making Ideas Clear

Extending techniques for participating in a variety of situations involving discussion and conversation (Taking part in class discussions; sharing in student council discussions; deciding when to contribute opinion in class discussion; phrasing point of view so that others will understand it; phrasing questions so as to determine another's point of view; deciding when and how to press a point of view; relieving tension in discussions; acting as a group chairman; acting as host or hostess at a class tea, dinner, parties at home; adjusting conversation to varied situations and age levels . . .)

Extending ability to use oral presentation effectively for a variety of purposes (Deciding what appeal to use in supporting a candidate for a school election; choosing appropriate facts in presenting a new area to a class; presenting a council proposal to younger children in school; deciding what order of presentation will hold class interest; deciding how much detail to use in presenting a committee report; telling stories to younger members of the family, to camp or Sunday school groups; phrasing a presentation so as to answer arguments which might be raised, to help those listening to see both sides of the question; using voice appropriately in terms of the demands of the situation; reading a wide variety of materials aloud effectively . . .)

ADULTHOOD

A. Making Ideas Clear

Using techniques of discussion and conversation appropriate to the situation (Discussing family problems; helping children share in family discussions; taking appropriate share in conversation at social events; acting as host in varied situations; guiding conversation at family dinner table; discussing personal problems with children, others who come for guidance; helping children come to decisions and make choices; taking part in town meetings; participating in committee work; conversing with others in another language; leading a forum or panel discussion . . .)

Adjusting the nature of oral presentations to a variety of situations (Making political speeches; presenting reports of delegated responsibilities to clubs, committees; giving lectures; making formal report of work at the end of a term of office; presenting papers to social group, literary society; telling stories to children; reading aloud to children and others; deciding what combination of humor and seriousness is appropriate in speaking to a club, church group, town group; adjusting style and content of a talk to a children's group, to special vocational groups; deciding what appeals to use in launching a Red Cross, a Community Chest drive . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Expressing
Ideas in
Written
Form

Using simple forms of written expression (Choosing the words and phrases that will best explain class activities to a friend who is ill, writing "thank you" letters to friends, relatives, sharing in writing the report of a class trip, writing stories, writing poetry, deciding how to phrase announcements for the class bulletin board, finding how to write manuscript, cursive styles, using writing equipment effectively)

Developing techniques basic to common forms of written expression (Writing a committee report, an announcement for the bulletin board, making notes on materials read, making a book report, writing directions for a game, for special use of science equipment, care of animals, stating questions clearly in writing for information, stating orders clearly in writing for special materials, phrasing special regulations regarding school activities, taking minutes for a class or council meeting, writing a story, poetry, writing letters to friends, learning to use punctuation, paragraphing, and other forms appropriate to making ideas clear)

USING
MEDIA
OTHER
THAN
LANGUAGEUsing
Graphic
Forms to
Express
Ideas

Using pictorial forms of expression (Drawing pictures to illustrate a story, using pictures as part of an assembly presentation of a story, using pictures as a record of class activities)

Understanding the uses of common forms of graphic expression (Finding how to use simple graphs to express number relationships, finding how to use a map to give directions, deciding the type of map to be used—political, topographical, resources, presenting facts in tabular or chart form, using postcards, pictures, photographs as illustrative materials, making and using maps, painting a frieze or mural)

Using
Other
Aesthetic
Forms to
Express
Ideas

Experimenting with a variety of aesthetic forms of expression (Expressing ideas through singing and rhythmic activities, dramatizing a favorite story, deciding what behavior would best express a character being dramatized, putting on a puppet show, setting favorite poems to music, choosing music to accompany rhythms, dramatization, experimenting with variety of musical instruments)

Exploring a wide variety of uses of aesthetic forms of expression (Using hands, face to help make a point clear, securing effective scenery, costuming for a play, planning a sequence of dance activities to express a story, experimenting with pantomime, shadow plays, as forms of expression, manipulating puppets, finding which musical instruments and kinds of music are appropriate to various kinds of expression, making models, experimenting with choral speaking)

YOUTH

ADULTHOOD

Extending the range and variety of uses of written expression (Deciding how best to express sympathy, pleasure, other feelings in writing to friends; balancing quotations, facts, opinions in writing a special paper; deciding what order of presentation will make ideas most easy to follow in a paper; deciding when and how to use summaries in written reports; taking notes; choosing a system of paragraphing, headings, to make sequence of ideas clear; writing an order, letters of application, other business letters; building effective style in writing stories, poetry; writing announcements, reports, stories for the school paper, magazine; deciding what kind of written outline, summary can best express point of view . . .)

Using forms of written expression appropriate to a variety of situations (Writing informal letters to friends; writing appropriate business letters to ask for information, give orders; replying to letters asking for specific information; writing letters to the paper, to congressmen; writing papers for a professional group; writing announcements of group activities to be posted or published in paper; choosing appropriate language in writing directions for young children; using quotations effectively in written papers; reporting research; writing short stories; acting as a newspaper correspondent . . .)

Extending the range of uses and variety of forms of graphic expression (Deciding what illustrations are appropriate in a class paper, school magazine; using cartoons to express an opinion; using diagrams to explain a game, a new play to the basketball or football team; preparing appropriate tables to express factual data; painting mural for classroom, school halls, library; using graphs for presenting various data; deciding which of the common projections of maps will most clearly present the geographic relationships under discussion; deciding when and how to use a film; helping plan the advertising campaign for school projects . . .)

Using forms of graphic expression appropriate to a variety of purposes (Deciding when cartoons, diagrams, chalk talks can be used to clarify a presentation; choosing the form of graph or table to use in presenting a factual report; deciding when and how to use a map to illustrate geographical relationships; deciding when to make or use a floor plan of a building, architectural blueprints; helping plan and use documentary motion pictures; deciding upon appropriate advertising . . .)

Making appropriate use of a variety of aesthetic forms of expression (Experimenting with modern dance as a form of expression; increasing in ability to use manner and gestures to assist voice in oral presentations; acting in a play; using music, drama in a school assembly program to launch a special cause; taking part in community rallies, celebration of national holidays; helping select appropriate music for a variety of school occasions; dramatizing group efforts at creative writing; using choral speaking as a form of presentation . . .)

Selecting, combining, and adjusting a variety of aesthetic forms of expression appropriate to a given situation (Sharing in dramatic productions; deciding what gestures, facial expressions will most appropriately convey the sense of a story, other oral presentation; helping with church services, club or other uses of ritual; planning pageants or use of music and drama at community meetings; considering the appropriateness of motion pictures, plays, for various age levels . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**B. Understanding the Ideas
of Others****READING**

Using
Appropriate
Reading
Approach

Interpreting simple stories and informational materials (Reading simple stories; reading directions in library corner, other special instructions in room; reading notices on bulletin boards; finding information in magazines, books on special subjects; using a table of contents to help select a story; finding how to turn pages of a book; following story from page to page; using pictures to help interpret a story; reading traffic signs and other community notices . . .)

Using
Source
Materials

Using simple source materials (Finding how to use books to get needed information; borrowing special books on science, other subjects from the school library; finding what information is contained in magazines in classroom; using a picture or other simple dictionary to get word meanings . . .)

**B. Understanding the Ideas
of Others**

Developing the techniques needed to adjust reading to varied purposes and materials (Enjoying library books, children's magazines, other literary materials; getting precise information from a selection; skimming an article to see if it contains desired information; using paragraph, chapter headings as sources of help; finding how to read different kinds of materials; reading precise directions when cooking, carrying out science experiments, constructing objects; reading the daily paper; using an index or table of contents to find materials quickly; evaluating critically the information secured from various sources . . .)

Building techniques for independent use of common source materials (Using simple catalog system in school or local library; using a dictionary to get meanings, pronunciation of words; finding how to get information from a children's encyclopedia; finding what information is likely to be available in *World Almanac*; using a telephone directory; deciding when to use an atlas; finding how to use magazines to find recent information; comparing several references on the same topic; writing government departments for special bulletins; making simple outlines of material read; taking notes on readings . . .)

YOUTH

ADULTHOOD

B. Understanding the Ideas
of Others

Refining the techniques needed to read a wide variety of materials critically (Appraising the point of view presented in materials read; comparing the points of view of different authors; adjusting silent reading techniques to appropriate literary qualities in poetry, prose selections; getting needed information quickly from a daily paper; deciding whether information in daily paper is likely to be propaganda; using footnotes, other references in reading informational materials; interpreting written material in the light of graphs, tables, other materials given to supplement it; adjusting approach to a variety of texts and reference books; interpreting vocabulary of special fields; reading a foreign language . . .)

Extending the range and variety of uses of source materials (Knowing when to go to a dictionary for special help; using a standard encyclopedia; using several texts related to the same subject; using an atlas appropriately; deciding which magazines are most likely to contain recent information on subjects of special interest; reading timetables; deciding which magazines, newspapers to use for help in interpreting current events; deciding on an appropriate outline or summary of material; using *Readers' Guide* and other indexes; assisting the school librarian . . .)

B. Understanding the Ideas
of Others

Adjusting reading approach to a variety of purposes and materials (Deciding whether material read is intended to be fact or opinion; securing additional information to check on factual material; reading technical information in trade or professional magazines; getting needed information from the daily paper; skimming informational materials to decide whether content is appropriate to purpose; using summaries, chapter outlines as guides in interpreting informational materials . . .)

Using source materials appropriate to a wide variety of needs (Using a library card catalog effectively in collecting bibliographical materials; using published indexes to locate needed articles; deciding how to choose from among conflicting writings in several sources; deciding which professional or trade publication to subscribe to; deciding which dictionary to have in home, whether to purchase an encyclopedia; deciding which magazines present most accurate interpretations of current events . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**Interpreting
Graphic
Presentations**

Interpreting pictorial forms of expression (Interpreting pictures which accompany stories; interpreting pictures drawn by self and others; interpreting simple illustrative sketches used with informational material; finding how to use photographs to get additional information . . .)

Developing ability to interpret common forms of graphic expression (Finding how to locate places on a map; reading weather maps; interpreting surface maps; using a globe; reading diagrams accompanying articles to be constructed; reading simple pictograms, graphs accompanying informational material; finding how to use photographic materials to get information, discussing documentary motion pictures . . .)

LISTENING**Following
Informal
Discussions
and Conversations**

Understanding ideas and simple experiences told by others (Listening to suggestions made by other members of class in making plans; understanding teacher's suggestions when asking for help; deciding which of alternative proposals for activities sound more promising; listening to conversations in home; interpreting questions asked by peers and adults; understanding telephone conversations; talking informally with friends and visitors . . .)

Building techniques for following the give-and-take of discussion and conversation (Interpreting the suggestions of others regarding proposed class plans; listening to proposals for activities in a club meeting; following the trend of conversation with friends or visitors; following the reasoning in group attempts to solve a class problem; interpreting teacher's or parent's comments when asking for help or permission to carry out special work; deciding when the comments of friends indicate that they have understood a point; distinguishing between fact and opinion; being tolerant of other people's opinions . . .)

**Following
Oral
Presentations**

Understanding simple stories, announcements and reports (Listening to stories or poetry read or told by another person; listening to the teacher's explanation of work to be done; listening to the report of a class committee; understanding announcements made in assembly; following talks by principal, other adults in assembly; listening to experiences related by other children . . .)

Interpreting common forms of oral presentation (Following stories, poetry read or told by others; following the commentator on a documentary film; listening to discussion or stories over radio; listening to the sermon in church, a speaker in Sunday school; deciding whether a classmate reporting on a special project has adequate information; deciding whether another pupil giving a class report has reasoned correctly from his facts; understanding directions or explanations regarding class activities; listening to announcements made in assembly . . .)

YOUTH

ADULTHOOD

Extending techniques for interpreting a wide variety of forms of graphic expression (Interpreting cartoons; reading maps, globes; discussing the values of different kinds of map projections; reading diagrams accompanying directions for setting up household or office gadgets; interpreting tables or graphs accompanying information in text of source books; interpreting items of national or local interest, or trends, presented in the daily paper in graphic form; appraising advertising; appraising documentary films . . .)

Interpreting forms of graphic presentation accurately (Reading a variety of maps, reading weather charts; interpreting budgetary and economic statements of national or local groups; interpreting charts or statistical tables relating to vocation; reading the blueprints or floor plan of a house; interpreting cartoons; interpreting charts giving local or national trends in items of common interest . . .)

Extending techniques for interpreting discussion and conversation in a variety of situations (Following the gist of conversation at a social gathering, with a group of friends; following a panel discussion or debate; identifying and evaluating the proposals made in a class discussion, a committee meeting; deciding whether the reasoning of other persons is logical; deciding when to ask others to clarify their positions; identifying the issues in a discussion; deciding which proposals and arguments in a class meeting are to the point; deciding how to tell when discussion has taken on an emotional tone . . .)

Making accurate interpretations in situations involving discussion and conversation (Following the gist of the conversation at social gatherings; identifying the proposals made by other members of a committee; deciding when the comments of other persons indicate that a point has not been clearly made; identifying points of disagreement in a group discussion; deciding when to ask for further clarification of other person's position; deciding when fact is being given, when opinions are being used; deciding when a discussion is moving from the original purpose for which it was started; understanding children's requests and contributions . . .)

Extending ability to interpret a variety of oral presentations (Listening to monologues, choral speaking presentations; following the presentation of an assembly speaker; listening to radio programs; taking notes on college lectures; deciding which points in a classmate's presentation should be challenged; deciding when a speaker has made an emotional appeal, reasoned incorrectly; deciding when a speaker is giving facts, when opinions; judging the effect of the speaker's voice, manner, and appearance on the audience; judging the adequacy of a committee report, the minutes of a meeting . . .)

Making accurate interpretations of a variety of oral presentations (Evaluating lectures; deciding whether a lecturer is using appropriate facts; deciding whether the logic of a speech or lecture is sound; interpreting critically the remarks of a radio commentator; following the details of a proposal in a club or council meeting; following a committee report presented orally; evaluating political speeches; critically evaluating community appeals . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Understanding
Musical
and
Dramatic
Expression

Enjoying musical and dramatic forms of expression (Listening to good music; interpreting music in rhythm; learning to know common musical instruments; listening to favorite songs; enjoying dramatizations of new or favorite stories; enjoying puppet shows . . .)

Exploring a wider variety and complexity of musical and dramatic forms of expression (Listening to good music; understanding how music can express mood; finding how to interpret folk songs, ballads, popular music, others; following the plot of a motion picture or dramatic production; enjoying a variety of school dramatizations; sharing in the ritual of a church; following choral speaking; interpreting a pageant or special appeal made through dramatic forms . . .)

OBSERVING

Interpreting
Environmental
Surroundings

Finding how to get needed information by observing objects of interest (Examining objects brought to class by other children; watching plant and animal life in the classroom aquarium; deciding what to look for when going on a class trip; finding how to distinguish one's possessions; distinguishing foods and other objects by odors, tastes; distinguishing the feel of common objects; finding how to use touch, smell, and taste to supplement vision; interpreting the expressions of parents and friends . . .)

Extending techniques for securing information through observation (Identifying the distinguishing characteristics of common birds, animals, flowers; discovering ways of making general weather predictions; interpreting exhibits in museums, local libraries, school display cases; making accurate observations in a science experiment; using observation to supplement information read; deciding what preparation is needed to get desired help from a class trip; finding how to test strength and consistency of material by feel and sound; making distinctions between weights without using scales; finding how to note sufficient details about common objects, events, to be able to describe them to others . . .)

YOUTH

ADULTHOOD

Growing in capacity to get meaning from forms of musical and dramatic expression (Interpreting such musical forms as the symphony, opera, folk music, popular music; interpreting modern dance, ballet, other dance forms; making critical appraisal of the plot and purpose of dramatic productions; understanding and responding to symbolism and ritual in churches, in clubs, on special holidays; identifying the variety of appeals used in a dramatic production, a school rally, a pageant; recognizing the techniques through which emotional appeals are made in music and drama . . .)

Making discerning interpretations of a variety of dramatic and musical forms of expression (Distinguishing the emotional appeals from the facts used in a community rally, a political convention; appraising the quality and kind of appeal in music and dramatic productions; helping children interpret music and drama; appraising the values of a variety of radio productions; deciding on extent of participation in the rituals of a church, club; attending opera, symphony concerts, plays . . .)

Increasing in variety and precision of observation (Using a variety of instruments to make observations more accurate—using scales, color charts, other tests; deciding when observation should be supplemented by the use of other instruments; using local exhibits as sources of information; planning how best to supplement class study with extended firsthand study of the community; determining what factors to observe to make accurate judgments—in examining soil, selecting food-stuffs, purchasing clothes; increasing in sensitivity to differences in personal expressions; finding how to tell the reactions of an audience . . .)

Making accurate observations needed in course of daily activities (Using observational techniques of needed accuracy in experimentation; establishing accurate means of testing products, grading raw materials; helping children notice items of major importance in their environment; interpreting the moods and expressions of friends and business associates; knowing what signs indicate that young children are ill or upset, friends pleased or discouraged, audiences friendly or hostile . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

| | C. Dealing with Quantitative Relationships | C. Dealing with Quantitative Relationships |
|---|---|---|
| INTERPRETING NUMBER VALUES AND SYMBOLS | Expressing concrete number relationships in symbols and interpreting symbols (Understanding the meaning of symbols used to indicate the number of pupils in class, the number of crayons needed, other quantities; understanding the meaning of small sums of money written in numerical form; knowing approximate value of common coins, stamps; understanding price of candy, pencils, other purchases; interpreting half, quarter, other simple fractions in common use; telling time; counting; finding pages of a book; understanding simple size relationships . . .) | Interpreting commonly used number values and symbols (Interpreting numbers needed in daily activities; reading price tags correctly; knowing money value of common coins and bills; interpreting distances, amounts, weights, heights of objects of interest; interpreting large numbers expressing populations of countries, distances beyond immediate travel; understanding measurements needed in daily activities; interpreting time sequence; interpreting symbolism of the fundamental operations; using size relationships expressed in fractional form; understanding simple geometrical figures and forms—circle, square, rectangle . . .) |
| COMPUTING | Making gross estimates in situations involving simple quantity and price relationships (Getting out pencils or paper for a class group; deciding how many chairs are needed for a reading group; deciding about how many people will be needed to finish a job; deciding amount of paper needed for a mural for a given wall space; putting a picture in the center of the bulletin board; selecting approximately half or a third of a bag of candy to give to other children; deciding whether an article can be purchased with the amount of money at hand; deciding how much time is left to finish play or work; choosing boards about the right length for construction . . .) | Establishing effective techniques of using estimates to supplement exact computations (Deciding how much change to expect after making a purchase; estimating approximate distances and space relations in moving furniture in classroom; getting out sufficient pencils, paper for the class without counting; deciding how many cookies to order for class party; deciding how much money could be raised by taxing each class member; estimating time needed for a given job or to reach a given place; using round numbers to make estimates; judging volumes—amount of water needed to fill aquarium, space needed for books; determining approximate expenditure of allowance . . .) |
| Understanding Symbols and Relationships | | |
| Estimating Amounts | | |

YOUTH

ADULTHOOD

C. Dealing with Quantitative Relationships

Extending the range and variety of symbolism used and interpreted (Reading tables and graphs; understanding percentages; understanding figures indicating large sums of money; interpreting reports of speeds attained by planes, cars; interpreting distance and time relations reported in connection with travel, speed of light, radio; reading reports of quantities of natural resources; understanding fractional or decimal concepts used to report sizes of germs, molecules, other infinitely small objects; understanding geometrical forms and relations; understanding the mathematical concepts underlying such social arrangements as insurance, pensions, interest, profit and loss, taxation . . .)

C. Dealing with Quantitative Relationships

Making accurate interpretation of number values and symbols met in adult life (Interpreting figures giving state and national debts, other large sums; understanding distances as related to proposed air, transportation lines; interpreting reported velocities; understanding reports of weights, sizes referred to in news articles; understanding geometric forms as used in construction, landscaping, and gardening; understanding insurance policies, taxation plans; reading financial statements of a vocation, club, church . . .)

Extending ability to use estimation effectively in a wide range of situations (Deciding how much food to order for a school party; judging measurements in decorating room, classroom; estimating how much of total allowance the purchase of a desired article will leave; estimating the cost of a class party, the approximate income from a sale; deciding about how much more time will be needed to finish a project; approximating amount of top soil needed for garden; estimating time needed to drive to a given destination . . .)

Using estimates appropriately and accurately in situations of adult life (Estimating approximate proportion of salary involved in income tax; estimating amounts in cooking; estimating approximate effect of price increases on income; checking on government estimates of tax returns; judging the weight of letters, packages to be mailed; judging approximate cost of moving furniture; making estimates of cost of building a new house; deciding whether budget will allow for added purchases in an area; estimating approximate amounts when given figures which are fractions, decimals, or percentages of the total; estimating amount of material needed for a specific piece of work; estimating crop yields . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**Making
Exact
Computations**

Making simple computations (Figuring how much candies, other purchases will cost; getting right amount of change from purchases; deciding how many articles can be purchased for the amount of money at hand; getting the right number of pieces of paper for the members of one's group; adding scores in games; finding how many members of class are absent; deciding on how many people can work at the clay table, case!, in playhouse; finding how many loaves of bread are needed to make sandwiches for lunch; using fractional amounts in simple recipes...)

**Using
Measuring
Instruments**

Becoming acquainted with common measuring instruments (Using a ruler to measure paper, wood for construction; measuring curtains, wallpaper for playhouse; putting up a mural; helping fill the aquarium; telling time; reading a thermometer; keeping chart of weight; using such measures as cupful, spoonful, pint, quart, in following recipes; learning to tell time...)

Developing understandings and skills needed for effective and accurate computation (Keeping accounts in the school store; acting as clerk in school store; checking on accuracy of change from purchases; helping balance bills at home; deciding how much each class member must be charged to pay for a class party; deciding on the number of yards needed to curtain classroom windows; drawing a map to scale; keeping score in games; finding the cost of needed amounts of material; deciding how much must be saved weekly to make a desired purchase; deciding what to charge at a class sale to make a needed profit...)

Using common measuring instruments effectively (Using yardstick, ruler effectively; deciding whether ruler, tape measure, or yardstick is most suitable to measure given distances; finding how to use a stop watch; investigating the uses of a compass; finding how to use pints, quarts, other measuring instruments used in the home; using scales to weigh self, other objects; reading speedometer; reading thermometer...)

YOUTH

ADULTHOOD

Extending ability to apply understandings and skills in computing to a variety and complexity of situations (Balancing a bank account; accounting for expenditure of funds for a class party; keeping the budget for a school yearbook; checking on change after purchases; doubling or tripling recipes; expanding or reducing the size of maps, graphs; helping run a school bank; making a floor plan for a workshop or clubroom; experimenting with geometric forms in design; calculating averages; figuring discounts at sales; sharing expenses with others . . .)

Making the exact computations needed for efficient handling of the range of adult situations of everyday living (Figuring income taxes; balancing bank accounts; figuring budgets; sharing expenses with other persons; adjusting directions in knitting, crocheting, cooking, sewing; figuring profit and loss on business deals; figuring discounts; calculating construction costs; figuring insurance costs and benefits; making the mathematical computations needed in a vocation . . .)

Extending the range and variety of measuring instruments used (Using a stop watch; using protractor or compass; using kitchen utensils to measure ingredients; laying out a basketball court; using fine scales in experimental work; reading gasoline gauge, speedometer, and other indicators on car; reading directions from a compass; using color charts; reading barometer; interpreting different types of thermometers, metric and other scales . . .)

Using instruments of measurement appropriately in a variety of situations of adult life (Using the precise instruments appropriate to one's vocation; recognizing when inaccurate instruments might throw measurements off, when more accurate instruments are needed; interpreting statements about industrial processes requiring precision measures; using surveying instruments; using scales in grocery store, scales to weigh self, children; reading gas or water meter; reading clinical thermometer; using barometer and thermometer to make weather predictions; reading automobile gauges . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

D. Using Effective Methods
of WorkD. Using Effective Methods
of Work

PLANNING

Clarifying
Purpose

Identifying immediate purposes in general terms (Deciding what kind of object to construct, paint, or draw; deciding what questions to ask to get needed help from the teacher; helping in class decision as to the questions which need answering to solve a special problem; considering what is to be done with the playhouse; deciding what to do to entertain another class; deciding what kind of letter would be enjoyed by a sick friend; deciding what kind of gift to make for parents; considering what kind of record is needed to tell about a class activity . . .)

Determining major issues involved in achieving purposes (Deciding exactly what responsibilities have been delegated to one's committee; determining what skills most need to be practiced to carry out class activities; determining what the steps taken have made necessary as the next activity; deciding what questions will have to be answered to solve a problem raised in class; determining what form a final report of class activities will take; deciding what gifts are most likely to please other members of the family; determining specifications of airplane, birdhouse, other objects to be constructed; identifying the issues to be taken into account in deciding when and how to spend allowance . . .)

Determining
Sequence
of Steps

Planning immediate next steps (Laying needed plans to complete articles being constructed, a drawing, the use of playtime; sharing in making daily class schedule; checking individual plans with teacher; helping decide how best to organize a class activity; deciding on the most effective order in which to carry out a series of class plans; considering what other plans or persons have to be taken into account in laying plans; deciding what equipment is needed to carry out a job; making lists of activities to be carried out . . .)

Making longer-range plans (Deciding what steps to take to collect information needed by a committee; deciding in which order to do household responsibilities; laying plans for a class assembly program; considering steps needed to achieve better skill in a tool subject; helping make the daily class schedule; helping outline plans for a class project—the school store, science experiment, study of a community problem; deciding personnel and materials needed to carry out a plan . . .)

YOUTH

ADULTHOOD

**D. Using Effective Methods
of Work**

Extending ability to identify aspects and long-time implications affecting purposes (Deciding what must be taken into account in selecting a college; identifying the issues that are involved in choosing a vocation; delimiting a problem for special study; deciding what questions to ask a school counselor in getting advice on a personal problem; considering what group interests and preferences should be taken into account in planning a party; determining when and what kind of help to seek in identifying the issues in complex problems . . .)

**D. Using Effective Methods
of Work**

Making the clarification of purposes needed to give effective direction in a variety of situations (Identifying the issues that must be taken into account in changing jobs, moving to another part of the country, building a home; deciding what kind of report would be appropriate to make to a board of directors; considering what is involved in helping children answer scientific questions; helping children or others discover the issues involved in personal problems; deciding when to seek the help of others in clarifying a situation; determining when precise research is needed in clarifying a professional problem . . .)

Extending range and details of planning (Projecting the steps needed to secure a college education, desired vocational training; outlining plans for high school work for the next several years; cooperating in planning various aspects of the school program—assemblies for the year, student activities, the school paper; deciding what materials are needed to prepare a meal, what sequence of activities will put the meal on the table at the right time; deciding what needs to be done to secure the information for a class report; outlining the tasks to be done and the personnel needed to carry out individual or class plans; making an individual work schedule . . .)

Projecting appropriate sequence of steps to achieve a variety of purposes (Deciding what steps to take to secure needed information about a new job; projecting the sequence of activities most effective in completing a job; helping children plan ways of carrying out household activities; laying plans for the education of children; determining the steps to be taken toward building a home, securing desired vocational promotions, for the extension of a business, for retirement; helping guide policies and procedures as a member of a board of directors, as a committee member . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Budgeting
Time and
Energy

Planning time allotments with the help of others (Helping plan the day's activities in class; finding how to complete activities within allotted stretches of time; finding how to allow for desired games and still meet family requirements for meals, bedtime; helping decide how many activities should be undertaken in a period of time . . .)

Developing the ability to make independent decisions as to use of time (Helping plan the class program; planning an individual schedule so as to finish a special piece of work; scheduling home responsibilities to allow time for play; planning to allow time to work on a task for several days; deciding how much time it will take to finish a given job; deciding how much time should be allotted to the various steps in a plan; considering how much time to spend on a total activity in terms of other things to be done . . .)

USING
APPROPRIATE
RESOURCESLocating
and
Evaluating
Resources

Finding how people, books, and materials provide needed information (Finding which teachers can help on special problems; using pictures to secure desired information; finding how to select books which will give needed facts; comparing pictures with firsthand experience; finding how parents and community members can give special help; going to see how a house is built, a road constructed, a store operated . . .)

Learning how to use the more common resources effectively (Finding what materials are available in school library; exploring exhibits, special collections in the school; exploring the resources of the community—museum, zoo, community members; noting what kinds of information can be found in encyclopedias, other reference books; deciding which reference books to use in solving a problem; deciding when to ask the advice of a teacher, of other adults; deciding when enough information has been gathered to give all sides of a problem; comparing the information secured from several sources; deciding when firsthand observation and experience or direct experimentation will provide the needed information; appraising the newspaper, radio, motion picture as a source of information . . .)

YOUTH

ADULTHOOD

Budgeting time in terms of a greater number of activities and a longer time span (Planning individual schedule of class work; planning how to complete home responsibilities in time for club meetings, social events; deciding how much time to allow for completion of various aspects of a class problem; setting up a college study program; apportioning work on a long-time job over a series of weeks; deciding how much time to spend in perfecting a piece of work in relation to the values in other activities . . .)

Making the time allotments needed to carry out desired activities and to secure balance in activities (Balancing daily activities so as to get time for leisure, hobbies, participation in family activities, community service; apportioning time in vocational activities; setting up a schedule for a community drive, a committee responsibility; deciding how much time to spend in community service; deciding how much time should be given to one piece of work or interest in terms of other values and needs; helping children learn to use time wisely, helping with a study schedule . . .)

Making increasingly critical use of resources (Finding what materials are available in the local library; exploring local factories, other sources of special information; deciding which persons to ask to speak at a school assembly; finding what materials can be secured from state departments, government agencies both of this and other countries; choosing between several library references; deciding whether firsthand information is biased; interpreting advertising; finding how to distinguish fact and opinion in newspaper reporting; deciding which radio commentators to listen to; interpreting news reels, documentary films, commercial films . . .)

Making discriminating use of available resources (Deciding when a problem must be solved by individual thinking; considering what sources of firsthand information to use; determining what books can be used as sources of information; deciding which of several authors to use as resource material; deciding on the adequacy of firsthand information; deciding whether a public speaker brings needed competence to his subject; deciding how far to rely on a radio commentator, news release; interpreting advertising . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

USING A
SCIENTIFIC
APPROACH
TO THE
STUDY OF
SITUATIONSSolving
Practical
Problems

Applying simple tests in the solution of practical problems (Experimenting with methods of keeping paints and clay moist; deciding which kind of paper is best for painting or drawing; finding when to secure needed information from direct experience, pictures, books; making simple generalizations from experiences; evaluating the success of class plans; examining the reasons why plans did not work out . . .)

Finding when and how to use simple research techniques (Finding how to test differences of opinion by experimentation—setting up experiments with animals, testing two methods of planting seeds; gathering needed facts to verify a point of view, a conclusion reached; deciding whether generalizations are based upon sufficient evidence; evaluating a piece of work as a basis for future action . . .)

Testing
Beliefs and
Attitudes

Learning to distinguish facts from opinions in situations of concern to him (Being helped to try out sweeping statements by actual experience—having satisfying experiences with children of other races, becoming more familiar with animals of which he is afraid, being helped to explore dark rooms, other places or objects of fear; knowing when he is telling or reading an imaginative story, when giving or getting factual information; being helped to test out superstitions on which he acts; being helped to become acquainted with the work of a policeman, other persons around whom stereotypes have been built . . .)

Finding how to use facts to test opinions (Testing superstitions—deciding whether it is unlucky to break mirrors, walk under ladders; deciding when sufficient facts have been presented to form an opinion; deciding how to get additional first-hand information to test an opinion; appraising opinions about racial, religious, socio-economic groups in the light of his experiences and the facts he can secure; withholding judgment regarding the behavior of friends until the needed evidence is secured . . .)

YOUTH

ADULTHOOD

Extending ability to use scientific methods appropriate to situations (Finding how to use scientific tests to verify observations—quality of cloth, foods, tools and machines, others; following the results of medical, other research; using historical research methods to give needed perspective on a problem; using logical reasoning to evaluate advice regarding a personal problem, to test the logic of a speaker or writer; deciding what steps are appropriate in resolving conflicting opinions; making increasingly sound generalizations; evaluating present generalizations in terms of new evidence . . .)

Extending ability and inclination to examine beliefs and attitudes in the light of available evidence (Deciding whether to hold beliefs in the face of scientific evidence; discussing the adequacy of existing evidence regarding racial equality, prejudices regarding economic or religious groups; interpreting religious beliefs in the light of scientific evidence; deciding how best to evaluate the policies of other nations; withholding judgment regarding persons and situations until satisfactory evidence is obtained; finding how to take positive steps to deal with fears and worries; finding the place of value judgments in making decisions . . .)

Using a scientific approach effectively in the situations of daily living (Using appropriate methods to decide on selection of materials and equipment—testing new garden seeds, experimenting with new methods of insulation in housing, trying out new household or office equipment; helping children resolve differences on the basis of sound evidence; helping children arrive at sound generalizations; deciding on ways of testing business and governmental procedures; supporting social and scientific experimentation . . .)

Making unbiased use of available evidence to test present beliefs and attitudes (Deciding when scientific evidence is strong enough to change a point of view or policy; deciding when to encourage a business firm to adopt new methods which are subject to experimentation; considering the implications of technological advances for attitudes toward world cooperation; evaluating new methods in education; deciding when to use value judgments as a basis for final decision; exploring and helping children explore evidence regarding other racial, religious, and socioeconomic groups . . .)

Some Typical Situations Calling for Growth
in Ability to Take Responsibility
for Moral Choices

Ability to deal with persistent life situations in the area of moral choice places emphasis upon the development of values and attitudes. The basic values of our democratic society will be recognized as underlying the various problems identified. In the situations listed under "Determining the Nature and Extent of Individual Freedom" will be found some of the experiences calling for development of a democratic point of view toward authority, toward one's obligations to take a responsible part in a society which trusts its people for judgments as to the laws which make for their own welfare. Those who would make responsible choice regarding the use of their freedom must be able to decide on the extent of the allegiance they owe the various types of authority in their lives. Group mores and traditions sometimes exert a powerful influence over the behavior of those who have been brought up to hold them dear. Duly constituted authorities represent another distinct type of control. Legal regulations agreed upon by the total group to safeguard its welfare are still another. These authorities sometimes conflict. There is need for the development of social values which will serve as guides to action.

Underlying the development of such social values is the problem of the development of a comprehensive set of personal values. If the individual is to make sound judgments he must, in the end, develop the insight into the values he holds which makes for a consistent philosophy of life. All questions related to the identification of sources of spiritual allegiance have this as their base. All questions related to ultimate allegiance to social values in the end go back to the personal philosophy developed. The personal values which condition the respect for the unique worth of other individuals, willingness to work cooperatively with others, can be identified as underlying the persistent situations grouped under the section on "Determining Responsibility to Self and Others."

These persistent life situations appear constantly in combination with others in the situations of everyday living. A number of the experiences listed here also contribute to growth in social partici-

pation. Many involve decisions calling for growth in ability to deal with economic, social, and political structures and forces. Questions of meeting health problems call for decisions as to how best to share food resources and medical care with all those who need it, and thus demand moral as well as economic judgments and information about how to maintain physical well-being. Again, many of the experiences listed in other parts of the analysis could have been repeated in this section. The selection, insofar as possible, was made to indicate the variety of situations faced and the experiences were stated so as to show the kind of choice involved.

Chapter II has indicated the importance of reaffirming democratic values in the light of the demands of the present. Questions of responding to authority now clearly stretch to situations calling for willingness on the part of all nations to substitute common agreements for force as the final authority. This in turn demands willingness to preserve integrity in human relationships, to meet the needs of others, and to use the potential abilities of self and others for the welfare of all. The full implications of the values to which we express allegiance are far from being realized even in our own land. Children, youth, and adults, each at their own level of maturity, need to be helped to see the issues more sharply. Children, youth, and adults need to be given opportunities to work together toward solutions more satisfying than any now reached.

Deeper insight into implications of the values grows as new situations are faced. Children and youth can never be given absolute answers. In a changing world we dare not build patterns of behavior. What is needed is growing insight into the principles of democratic behavior and a willingness to study their changing implications and new meanings as new problems emerge. Each situation needs to be seen and appraised in the light of all related factors. As new national and world relationships draw the lives of many peoples closer together decisions involving moral responsibility become infinitely complex. Learners will grow in ability to make these decisions as they are helped to discover the elements involved in the daily situations they face, to identify the bases upon which they made their judgments, and to appraise the decision they made in the light of its effect upon their own welfare and that of the group.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO TAKE RESPONSIBILITY FOR MORAL CHOICES

EARLY CHILDHOOD

LATER CHILDHOOD

A. Determining the Nature and Extent of Individual Freedom

RESPONDING TO AUTHORITY

Meeting
Legal
Regulations

Becoming acquainted with legal regulations which he must obey (Obeying traffic regulations; becoming acquainted with the work of the policeman; asking why his dog must be kept on a leash; asking about quarantine regulations; finding why fire regulations must be obeyed . . .)

Deciding
on Obligations
to Constituted
Authority

Identifying major obligations to the constituted authorities in his life (Finding in which situations parents expect obedience, in which one can make up one's own mind; finding what school requirements must be met and why—fire regulations, opening and closing hours; being helped to see why parents, teachers, or others insist on certain kinds of behavior; being helped to know when to follow the suggestions of adults, other than his parents, in the home or community . . .)

A. Determining the Nature and Extent of Individual Freedom

Understanding the major purposes of legal regulations (Obeying local traffic regulations; finding how laws protect his and other property rights—picking flowers in park, defacing public buildings, taking store merchandise, having police help in finding stolen bicycle; asking about present regulations for punishing criminals; discussing the purpose and origin of the laws he hears most about—who makes laws, the responsibility of the individual and the police for their enforcement, how laws protect individuals and groups . . .)

Distinguishing the functions of the various constituted authorities which affect him (Identifying the areas in which parents or other adults bring greater experience, those in which personal judgment can be relied on; deciding whether to obey parents or do something with the "gang"; finding what regulations of a summer camp must be followed; determining what leadership responsibilities are carried by various members of the school personnel; determining what authority is vested in the owner of a store, of property near which he plays, in parents of other children, and why . . .)

YOUTH

**A. Determining the Nature and
Extent of Individual Freedom**

Increasing in understanding of man's responsibility for governing himself (Deciding what responsibility one has for obeying laws, for helping to enforce laws; discussing the effectiveness of present regulations for punishing criminals; discussing the value and probable effects of proposed legislation—the curfew, poll tax, building or traffic ordinances; cooperating in community efforts to change unwise legislation; recognizing differences in ways in which laws in a democracy and in a totalitarian state are used to govern the behavior of individuals; discussing proposals for international laws and law enforcement . . .)

Establishing more discerning basis for evaluating the recommendations of constituted authorities (Weighing parental advice in the light of standards of other groups and individuals; deciding which persons in home or community can best give help in moral decisions; finding the bases on which a religious group sets up moral standards; evaluating the suggestions of a teacher or counselor before acting upon them; determining areas in which parents and teachers or other adults must continue to exercise guidance, those in which he should be developing independence . . .)

ADULTHOOD

**A. Determining the Nature and
Extent of Individual Freedom**

Taking a responsible share in making and changing legal regulations in terms of human needs and values (Deciding whether one is ever justified in breaking a law; taking action to secure improved legislation; helping to enforce wise legislation; acting to secure constructive penal regulations, constructive administration of justice, and enforcing of laws in local community; helping children build constructive attitudes toward legal regulations; taking positive action regarding proposals for international laws and law enforcement; discussing the rights of nations to use force to secure their ends . . .)

Appraising the recommendations of constituted authorities in the light of individual freedom to act on values (Deciding when and how far to permit children to move away from traditional family patterns; deciding how to apply the moral standards of a religious group; testing the basis upon which a religious, social, family group exercises authority; helping children resolve conflicts with parental, social, church authority; evaluating the leadership exercised by the school, the church . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Reacting
to Group
Mores,
Traditions

Becoming acquainted with common group mores and traditions which influence his actions (Learning to follow home and school patterns—walking to the right, excusing himself, greeting others, using other common social amenities . . .)

Reacting to group mores, customs, and traditions (Asking about and trying to resolve conflicts between parents' standards and community traditions, between what one is taught in Sunday school and what other members of one's social group do; finding reasons for community mores; finding which social amenities make one acceptable to others . . .)

ACTING
UPON A
PERSONAL
SET OF
VALUES

Formulating
Guides for
Action

Understanding the general nature of the values of his family and school group (Finding how the family expects him to treat other people; finding what is expected of him in using the material of others; learning to take consequences of unwise decisions; being helped to understand how he could have foreseen difficulty and decided differently; controlling spontaneous action because of the needs of others in a situation; finding what is expected in carrying out commitments; finding why the rules cannot be changed in the middle of a game; understanding family and school standards of honesty; accepting the decision or judgment of a trusted person . . .)

Finding how personal values guide the lives of people (Being helped to identify what is involved in the choices he makes—keeping promises, meeting group responsibilities, changing plans to meet needs of others; helping set up rules for games; discussing standards of behavior needed in the school for group welfare; finding why the family holds certain standards; discussing the meaning of church and Sunday school experiences; understanding the standards of Boy Scouts and other groups to which he belongs; evaluating the consequences of one's acts . . .)

YOUTH

ADULTHOOD

Developing bases for evaluating group mores, customs, and traditions (Deciding whether to accept the standards of the social group; deciding if it is justifiable to ask one's family to make special sacrifice to make it possible to meet the demands of a social group; discovering what lies behind community or family traditions; evaluating the attitude of the community toward minority groups; discussing how to deal with conflicts created by differences in the patterns of youth and the mores of the "older generation"; deciding to what extent to follow or ignore community expectations regarding social amenities . . .)

Becoming articulate about a philosophy of life (Taking responsibility for a choice of action; making clearer identification of bases governing choice; trying to resolve conflicts between scientific discoveries and religious teachings; comparing spiritual and ethical concepts with those of friends; clarifying understanding of how the concepts of a religious group influence their actions; deciding what one's understanding of man's place and destiny means in terms of obligations toward others, toward oneself; finding resources—people, books, other means—for continued exploration of one's values . . .)

Appraising group mores, customs, and traditions in the light of individual freedom to act on values (Deciding whether to go contrary to community traditions; determining when and how far to permit children to move away from traditional family patterns; deciding how much emphasis to put upon having children follow exact social amenities; deciding how far the mores of one's social group shall set values; helping children and youth resolve conflicts between their patterns and community mores . . .)

Acting upon an integrated philosophy of life (Weighing values in a conflict situation—whether to endanger personal health to meet obligations to others, whether to give complete information if by so doing others will be hurt; formulating a satisfying concept of man's place and destiny; helping children develop understanding of religious positions; discussing the effect of setting up various national interests as spiritual values; evaluating the ethical standards of self and others; establishing methods through which to continue to study and test one's values . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

| | B. Determining Responsibility to Self and Others | B. Determining Responsibility to Self and Others |
|--|--|--|
| PRESERVING INTEGRITY IN HUMAN RELATIONSHIPS | Finding what it means to carry out a commitment (Finding what it means to make a promise to parents or friends; meeting obligations in household tasks; carrying out committee assignments and other school obligations; finding the importance of meeting time obligations when other people are involved—coming to meals on time, being ready for special group activities . . .) | Identifying bases upon which to decide the importance of commitments (Deciding what obligations must be fulfilled if one is given special class responsibilities; setting standards for a job no one is going to inspect; deciding whether to try to get out of a bargain; considering whether to keep a promise to a younger child if a more interesting occupation has come up; deciding how important it is to be on time in running errands, delivering papers; deciding the importance of meeting obligations on a part-time job . . .) |
| Carrying Out Commitments | | |
| Respecting Property Rights | Learning to distinguish own from the possessions of others (Finding when other people's property should not be touched; distinguishing between parent's money and his own; taking proper care of borrowed materials; returning borrowed things; taking care of other children's toys; finding why flowers in the park cannot be picked; helping care for school building; helping protect neighborhood trees, flowers, shrubs . . .) | Investigating the purpose and values of respecting property rights (Taking care of other people's property; discussing the importance of respecting property rights; deciding whether to give fare to ticket collector if he doesn't ask for it; helping to replace or repair property he has damaged; cooperating in the care of public buildings, parks; finding the importance of keeping accurate accounts of class or committee funds . . .) |
| Being Intellectually Honest | Finding what it means to tell the truth (Deciding when it is important to tell what actually happened; learning to distinguish occasions when truth is needed from those when imagination can be used; deciding whether to take the blame when one has broken a household article; deciding whether to "tell on" other children; reporting the facts accurately when asking help to settle a disagreement . . .) | Learning how to combine honest responses with regard for individual needs (Deciding how much credit to give others who have helped on a job; deciding whether to tell parents when one has disobeyed them; deciding whether to cheat in class work; deciding when to tell unfavorable things about another; deciding when to make and when to withhold comments; reporting the facts of a situation accurately; distinguishing between fact and opinion . . .) |

YOUTH

ADULTHOOD

**B. Determining Responsibility
to Self and Others**

Establishing deeper understandings as to the meaning of integrity in individual and group commitments (Deciding whether to try to "get by" with a minimum of class work; deciding whether to give up free time to finish a class responsibility; deciding what responsibilities to undertake in connection with a part-time job; making and keeping commitments with regard for their full implications; discussing proposals to eliminate forms of corruption in the local community; considering the importance of guaranteeing the integrity of international treaties . . .)

Developing more discriminating bases to govern action regarding property rights (Taking responsibility for care of home and school property; understanding the issues involved in cooperative responsibility for public property; deciding the precautions needed in safeguarding entrusted funds; discussing the issues involved in sharing natural resources with other nations; discussing national demands for air bases, colonies, mandates; discussing proposals to equalize standards of living, to nationalize selected industries . . .)

Extending sensitivity to the needs of individuals in giving reactions that are intellectually honest (Deciding whether to follow the gang in activities of which one does not approve; determining when one has explored a problem sufficiently to be justified in supporting a position; withholding judgments or criticisms of people until evidence is available; giving credit to those cooperating on a piece of work, in using quoted material; phrasing critical reactions with regard for the needs of the person to whom they are addressed; refusing to pass on rumors . . .)

**B. Determining Responsibility
to Self and Others**

Acting to assure that commitments made by self or others are met with regard for human values (Determining standards of workmanship to be expended on a job; deciding whether to act on one's values in the face of opposition; keeping promises to children; helping children decide whether to carry out an obligation assumed; taking action in eliminating forms of corruption in community; discussing proposals to guarantee the integrity of international treaties; deciding how exacting to be in holding others to commitments . . .)

Acting with due regard for property rights (Safeguarding public property; deciding how rigorous to be in figuring income tax; helping children understand the need to respect property rights; respecting the possessions of children; discussing proposals to adjust international boundaries, equalize standards of living; discussing the justice of the demands of other nations for sources of raw materials; taking action on proposals to control monopolies, trusts, to release inventions for the use of all . . .)

Preserving respect for other individuals in giving reactions which are intellectually honest (Deciding whether to act on one's values in the face of opposition; deciding whether to give an honest evaluation of work submitted; refusing to gossip; giving criticisms directly to the persons involved in terms they can understand; deciding whether to take action when one's group works on a policy with which one does not agree; designing credit appropriately in cooperative work . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**MEETING
THE NEEDS
OF OTHERS****Respecting
Individual
Differences**

Finding how to adjust to the behavior of others in his immediate environment (Adjusting games to children of other ages; adjusting behavior or activities to a member of the family who is ill, to a playmate who is physically or intellectually handicapped; helping classmates in areas in which one has special abilities; accepting the help of those having special abilities; accepting advice of parents . . .)

Discovering reasons for and finding better ways of adjusting to the abilities and backgrounds of others (Allowing younger children to help in choosing and directing games; deciding whether to include a new child, an unlikely child in the gang; adjusting to older persons in the family, to very young children; finding the reasons for differences in school activities of his classmates; learning not to make fun of persons in school or community who dress or act differently; finding reasons for differences in the customs of various racial and religious groups . . .)

**Modifying
Personal
Desires**

Finding how and when to adjust to the interests and needs of parents and friends (Deciding which piece of cake or candy to give to a friend; sharing toys, school equipment with other children; sharing the family radio; deciding what games to play to allow other members of the family to rest, complete work; saving allowance to purchase birthday gifts; giving up personal plans to fit in with group suggestions; allowing other children to decide what game to play; rearranging games so that more can play; deciding which children shall have crackers left over at morning lunch . . .)

Discovering reasons for adjusting personal desires to the needs of others (Deciding whether to offer to do extra jobs for other members of the family, friends; deciding whether to give money to Sunday school or to make a personal purchase; deciding whether to give up special plans to help at home, to do a favor for a friend; adjusting games for a party so that all may share; finding what work is done by the Red Cross, March of Dimes, Community Chest; deciding when to withdraw his suggestions for class activities in favor of group desires; sharing materials with classmates and friends . . .)

YOUTH

ADULTHOOD

Extending ability and willingness to adjust responses to the backgrounds and abilities of others (Helping members of the family of different ages and interests than one's own; deciding whether to include members of another socio-economic, racial, religious group in social activities; discussing community provisions for maximum development of the handicapped; discussing whether honor rolls should be open to all students, whether they have a place in a democratic school program; discussing bases on which clubs and fraternities should be selective . . .)

Developing more discriminating bases for the modification of personal desires in terms of the needs of others (Deciding what right one has to ask parents, other members of the family to do special favors; sharing the family car, living room; deciding when to give up personal plans for the sake of friends, members of the family; deciding how much time to give to a voluntary school or community project; discussing the issues involved in indulging in any excess which affects others; discussing proposals to assure an adequate standard of living to all; deciding how much of allowance to spend on others, to give to relief or charitable organizations; discussing proposals to provide relief or financial assistance to other nations, to guarantee supplies of raw materials to other nations . . .)

Acting to assure respect for the unique background and abilities of each individual (Adjusting demands upon others to their age, maturity, and ability; helping a handicapped child find a respected place in family and school groups; helping members of family share materials, adjust plans to the needs of others; taking action to assure rights and responsibilities to minority groups; helping to provide for respected participation in community affairs of varied ability groups . . .)

Modifying personal desires in terms of the interests and needs of individuals and social groups (Deciding how salary demands, demands for time off, should be adjusted to others; giving up personal plans for the sake of friends, children; helping members of family share materials, adjust plans to the needs of others; deciding which relief or charitable organization to support; taking action on proposals to assure an adequate standard of living for all; deciding how much to indulge in excessive behavior which affects others; discussing proposals to provide relief or financial assistance to other nations; budgeting time between the family group and voluntary community activities . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

USING
POTENTIAL
ABILITIES
OF SELF
AND OTHERS

Developing
Individual
Capacities
for Social
Ends

Finding how one's contribution can make for group welfare (Learning how to contribute to class or family activities; finding the difference that his contribution makes to the group activity; being willing to undertake special jobs that he can do well; contributing to the group through doing routine jobs . . .)

Deciding what individual contribution to make to the group (Practicing so as to be able to make a useful contribution in games, in a class project; deciding what obligation one has to participate in a class project; deciding what contribution one can best make to a class project; determining when to meet requests to play or sing or use other special talents; helping other children to secure needed practice to do a job well; planning group responsibilities so that weaker members of group have a turn; helping make plans so that all will get needed help on a skill important to group welfare . . .)

Securing
Contribution
of All
Concerned
with a
Problem

Finding how other people can contribute to a group undertaking (Learning how to plan with others; finding how others' ideas can help in planning a class enterprise; discussing what allotment of responsibility will let each member of the group do his best work . . .)

Finding ways of helping others make a contribution to group activities (Deciding how to let others in the class, or a committee, share in planning an activity; deciding when other classes in the school should be consulted on plans; helping to allocate activities so as to draw on the potential ability of each person in the group; letting younger children share in family plans . . .)

YOUTH

ADULTHOOD

Establishing more adequate bases for determining what is the most effective contribution to the group (Deciding which vocation to prepare for; deciding whether to use artistic, musical abilities to entertain others; deciding whether to break training while on a school team; deciding what obligation one has to participate in the decisions of any group of which one is a member; determining the best direction of one's efforts—number of clubs to belong to, the committees to serve on, the course load to undertake; discussing proposals to equalize educational opportunities; participating in establishing community centers where people can develop special talents . . .)

Establishing more adequate basis for securing the most effective contribution of other members of the group (Securing the opinions of all concerned in a school project; making provision as a committee chairman for all members to contribute; discussing state or national proposals to guarantee the right to vote to all citizens; discussing situations in which individuals or groups are barred from participation; discussing the right of an individual to withhold a contribution needed by the group . . .)

Making a maximum contribution of individual abilities for the good of the group (Deciding which of one's abilities can be developed for greatest social usefulness; deciding how far to develop special talents; considering whether one has a right to impair one's potentialities through any type of excess; deciding what action and responsibility to take in community problems; taking action on proposals to equalize educational opportunities, to provide for greater financial support of schools; taking action to make more adequate provision for the education of underprivileged groups; deciding whether to share new ideas, inventions with others; helping children and youth develop and use special abilities . . .)

Acting to secure the maximum contribution of others for the good of the group (Acting to open educational, work opportunities to members of other socio-economic, racial, religious groups; acting to secure the best thinking of all concerned in a problem; helping children share in a joint family decision; acting to secure the right to vote, to participate in democratic decisions, to all persons concerned; taking action to give youth a proportionate share in community activities . . .)

Some Typical Situations Calling for Growth
in Ability to Meet Needs for Aesthetic
Expression and Appreciation

Within every individual there are resources for creative expression and for securing satisfaction from the creative expression of others. Growth in capacity for aesthetic expression and appreciation is as much a part of total growth as is the meeting of health needs. The individual who has not been helped to discover sources of aesthetic appreciation and satisfaction may not starve as literally as he would without food, but he leads a life which is much less rich than it otherwise could be. An important contribution to ability to meet the persistent life situations of achieving constructive expression of emotions and of securing balanced satisfactions in living is made when individuals are helped to explore the resources for aesthetic expression and appreciation which lie in themselves and in the world around them.

In the chart which follows situations calling for aesthetic expression and those providing for appreciation have been listed together. It was recognized that the source of satisfaction for a particular individual may lie in either direction. One person plays a musical instrument, a second listens; one attempts to express himself through writing stories or poetry, a second finds great satisfaction in reading; one paints, sketches, or works with wool, another purchases beautiful paintings for his home or collects fine handiwork.

Situations calling for different forms of expression have not been separated. The mode of expression for one person might be through clay, for a second through music, for a third through painting, for many through combinations of these and other media. The persistent situations identified, therefore, relate to providing resources, experimenting with varied media, and developing special interests and talents. The situations providing for creative expression through daily work, through achieving an attractive personal appearance, through providing artistic living conditions, through community planning, through coming to know the aesthetic satisfactions in the natural environment, have also been identified. Creativity and aesthetic satisfaction too often are seen only as relating to music and the arts rather than as aspects of all living.

The close connection between the situations on this chart and those calling for satisfying emotional and social needs has already been pointed out. In addition, attention is drawn to the possible uses of aesthetic forms to express ideas to others, and to their interpretation as one way of understanding the ideas of others. These closely related persistent life situations are to be found in the chart dealing with growth in intellectual power. It should also be recognized that economic factors affect many of the practical everyday situations faced. The actual problem of purchasing a new dress which is aesthetically satisfying contains also the persistent situations of budgeting, determining the quality of goods, and deciding where to buy. Health problems must be considered in a number of situations. Many of the situations calling for growth in ability to deal with the natural environment also serve to contribute to aesthetic appreciation of it. The persistent life situations calling for aesthetic appreciation and expression, while demanding certain distinct competencies and understandings, appear as do the situations involving intellectual power and moral choice and responsibility, in relationship with many other persistent problems in almost every situation of everyday living. The satisfactions of a creative response and one which shows sensitive appreciation are possible in almost every daily life experience.

Children and youth need to grow both in their inclination to face life situations with creativity and zest for living, and in their knowledge of resources for aesthetic expression and how to use them. Developing techniques which make for effective and satisfying use of media is only part of the problem. Help is also needed in developing the sensitivity and ability to judge which makes for depth of appreciation. With little children much of the emphasis will be on becoming acquainted with media and other sources of aesthetic satisfaction. As they grow older the problem is one of extending techniques and deepening insight without destroying the creative approach which is basic to all aesthetic expression. At all ages there is the problem of extending sensitivity to the countless possibilities for creative expression and satisfaction residing in the day-to-day activities in which everyone engages.

**SOME TYPICAL SITUATIONS CALLING
FOR GROWTH IN ABILITY TO MEET NEEDS
FOR AESTHETIC EXPRESSION AND APPRECIATION**

EARLY CHILDHOOD

LATER CHILDHOOD

| | A. Finding Sources of Aesthetic Satisfactions in Oneself | A. Finding Sources of Aesthetic Satisfactions in Oneself |
|---|--|--|
| EXPRESSING THE SELF THROUGH VARIED MEDIA | Securing materials needed for a given activity (Asking for special crayons, pencils; asking for a blackboard; deciding what colors to use in painting; helping decide what is needed to equip a work bench, to work with clay; bringing musical instruments to school; helping select pictures and books; deciding which piece of cloth to use for a doll's dress; making puppets and a puppet theater; helping decide on records for classroom . . .) | Sharing in home and school decisions regarding resources for aesthetic expression (Deciding whether to purchase a musical instrument; making recommendations for home or school collections of records; purchasing favorite books; recommending needed books for the school library; helping plan what materials are needed in classroom for work in clay, color; helping order supplies for workshop or crafts; helping set up hobby clubs; locating suggestions for new ways of making puppets, paints, looms, and the like . . .) |
| Providing Resources for Aesthetic Expression | | |
| Experimenting with Varied Media | Becoming acquainted with a variety of media (Exploring the use of paints, crayons, other sources of color; reading stories; listening to stories, poetry; writing stories, poetry; using clay; experimenting with sounds; trying musical instruments; expressing ideas through rhythmic activities; learning to play the phonograph; experimenting with the "feel" of different kinds of materials . . .) | Exploring the uses of varied media (Finding which media are most appropriate for various kinds of expression—discovering the potential uses of clay, watercolor, oils; discovering the potentialities of a variety of musical instruments; taking part in a class play; finding which radio programs, motion pictures are most enjoyable; extending range of reading materials enjoyed; joining a school choir, orchestra; finding uses of common and discarded materials—tin foil, cloth, tin cans, bottles, yarn; deciding which of a variety of media he finds most enjoyable, can be used most effectively; exploring ways of producing various textural effects with paint, paper, cloth . . .) |

YOUTH

**A. Finding Sources of Aesthetic
Satisfactions in Oneself**

Taking greater responsibility in providing home and community resources for aesthetic expression (Building a collection of records; helping select the school's collection of records; purchasing sheet music or song-books for home or club; helping in plans to open school art studio, shops to more students; selecting pictures for one's own room; co-operating in drives to establish a public library; helping build a better school library; taking action to secure a choral or orchestral group, a dramatic club, hobby clubs; participating in plans to share school resources with parents or other townspeople . . .)

Developing increasingly effective techniques in using varied media (Playing in school orchestra; cooperating in the production of a school play—making costumes, constructing scenery, arranging lighting, providing effective advertising; writing stories, poetry for personal enjoyment, for school paper; listening to opera, symphonies; exploring the variety of resources offered by the radio; experimenting with modern dance, folk dancing, other dance forms; continuing to explore the sources of aesthetic satisfaction in good books; working with metals, wood, plastics, and leather; attending local concerts, exhibits, museums . . .)

ADULTHOOD

**A. Finding Sources of Aesthetic
Satisfactions in Oneself**

Providing adequate home and community resources for aesthetic expression (Deciding what musical instruments to have in the home; deciding what records to add to a collection; helping children decide which musical instruments to learn to play; selecting books for a home library; helping establish a community library; deciding on proposals to bring concerts, theater groups to town; helping establish a community recreation center or open schools for further work with arts and crafts; taking steps to bring high quality films to the local theater; helping establish a local museum; acting on proposals to add an art, music specialist to the school staff; helping to encourage local handicrafts . . .)

Securing aesthetic satisfaction through creative use of varied media (Joining music, art groups; selecting reading matter to suit a variety of needs; writing poetry, short stories; telling stories to children; expanding interests in the dance, crafts, music, others; attending local concerts; attending the productions of local theater guilds; taking children to the museums, the art galleries . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Developing
Special
Interests
and Abilities

Identifying media that have special appeal (Choosing which individual activity to undertake during free periods; finding ways in which expression is most satisfying; having other children express appreciation of efforts . . .)

Developing basic techniques for using media of special interest (Helping set up plans for music lessons; deciding whether to spend extra school time on aesthetic interests; deciding how to spend leisure time at home; choosing special materials to work with at home; finding people to whom to go for special help; pursuing a hobby . . .)

ACHIEVING
ARTISTRY
IN DAILY
WORKFinding
Means of
Creative
Expression
in Work

Finding what satisfactions can accompany work well done (Finding how to arrange toys, books, in satisfying order; helping arrange toys, magazines so that house looks neat and attractive; helping keep own desk, locker, closet, drawers attractive; finding sources of satisfaction in helping to clean up after work, putting tools and materials away in order; making clothes for dolls, painting library corner furniture; deciding what decoration is needed to finish a gift; helping make decisions on satisfying standards in various types of written work . . .)

Growing in ability to work in ways that bring aesthetic satisfaction (Finding how to have fun carrying out household responsibilities; finding the satisfaction that comes from making desired articles—gifts, constructing special furniture for one's room; arranging a notice on the bulletin board; taking pleasure in doing a thorough job with a committee report; setting up standards for class activities—quality of handwriting, accuracy of reporting, and the like; developing the skills needed to find satisfaction in a game, in group activities; finding satisfaction in a part-time job—giving service, meeting time schedules, keeping accurate accounts . . .)

YOUTH

ADULTHOOD

Taking steps to secure further guidance needed in developing special interests and abilities (Deciding whether to elect special classes in art; deciding whether to join a club or interest group experimenting with a special medium; deciding whether to continue with music, other lessons; deciding whether to try out for the school play; considering whether a special interest should become one's vocation; determining how much time and money to spend on a hobby; determining how much to spend on special equipment . . .)

Extending satisfying work techniques to new activities undertaken (Achieving artistic layout of the school paper, yearbook; experimenting with new recipes in cooking; planning decorations for a party; making special sandwiches, cakes; making clothes, knitting, crocheting; finding how to keep a useful and satisfying notebook; determining the quality of work which should go into the school paper; discovering ways of carrying out part-time job as effectively as possible . . .)

Providing opportunities for self and others to develop special abilities and interests (Deciding how intensively to develop creative ability in art, music, other areas; budgeting time to allow for special interests; deciding whether to equip special shop for woodwork, ceramics, other forms of expression; deciding how best to encourage children to experiment with new media; determining when children have special talents which should be developed . . .)

Achieving the quality of work that brings aesthetic satisfaction (Finding sources of aesthetic satisfaction in one's vocation; finding opportunities for creative expression in cooking, sewing, knitting; expressing creative tendencies in making a garden; constructing special playthings for children, furniture or gadgets for the house; deciding what standards to keep in making home attractive and clean; finding how to blend color, taste, other qualities to secure artistry in meals; judging what constitutes craftsmanship in the work of others . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

ACHIEVING
ATTRACTIVE
PERSONAL
APPEARANCEGood
Grooming

Carrying out accepted routines under adult supervision (Helping in baths; cooperating with barber in having hair cut; washing hands, face before meals; cleaning up after hard play; combing hair; helping decide when a fresh dress or shirt is needed . . .)

Taking responsibility for major practices in good grooming (Taking responsibility for getting hair-cuts; deciding on hair style; being responsible for proper appearance for meals, church, other occasions; dressing for special parties; taking responsibility for baths, for washing hands and face properly . . .)

Attractive
Clothing

Sharing in selection of clothing (Helping decide what clothing would be appropriate for a special occasion; asking why older brothers or sisters, parents wear evening clothes, special clothes for other occasions; helping choose colors which match in sweaters, socks, skirts; helping decide on purchase of clothing . . .)

Finding how to select clothing appropriate to varied situations (Selecting clothing for parties, church, other occasions; helping purchase clothing; appraising the clothing of peers; selecting clothing which is similar to that of peers; discussing what jewelry to wear; choosing harmonizing colors . . .)

Pleasing
Voice and
Manner

Finding what behavior is acceptable to others in situations in which he finds himself (Learning when to keep voice controlled in working and playing with others; finding how to make requests pleasantly; disagreeing with others without raising one's voice; using appropriate table manners, using common amenities in other situations

Adjusting voice and manner to the major demands of situations (Finding how to adjust voice to the needs of a specific situation—learning how to speak to an assembly, finding how to lower voice when someone is ill at home; learning to stand or sit with good posture in varied situations; helping serve at a class party; greeting friends graciously at home or school; participating in conversation at table; making suggestions pleasantly and effectively in class discussions . . .)

YOUTH

ADULTHOOD

Achieving appropriate grooming which makes for individual satisfaction and social approval (Finding which type of cosmetic is most appropriate; applying cosmetics attractively; finding how to manicure nails; learning to shave; deciding on appropriate haircut and style; finding how to care for hair; deciding when and how often to bathe; finding how to use perfumes, toilet waters, bath preparations; finding how and when to use deodorants; taking responsibility for clean linen, hems of dresses, buttons in place . . .)

Selecting clothing suited to personal characteristics and social needs (Finding which colors in clothing are most attractive to individual coloring; deciding what clothing is appropriate to a given occasion; deciding when a coat and tie are appropriate; selecting clothing suited to figure and coloring; deciding when and how to follow the fads of the crowd; finding how to adjust clothing fads to suit individual needs; finding when and how much jewelry is appropriate; choosing accessories to combine with chosen costume; extending wardrobe through the use of accessories; choosing a wardrobe for college . . .)

Growing in ability to use voice and manner appropriate to the needs of the situation (Finding how to secure needed effect through voice and manner in making announcements, talking to friends; discussing the importance of good posture to personal attractiveness; finding how to walk gracefully; learning to dance well; finding how to serve at a social function, to act as a guest; helping people of different ages and backgrounds feel at home in a social situation; being considerate in situations involving other members of the family . . .)

Taking full responsibility for good grooming (Deciding on appropriate hair style; keeping hair in good condition; adjusting cosmetics to a variety of situations; taking proper care of hands; using deodorants, toilet waters, bath preparations appropriately; keeping clothing of self and children clean and neat; taking responsibility for helping children build appropriate personal hygiene techniques . . .)

Selecting attractive and appropriate clothing for self and others (Deciding on style of clothing appropriate to figure; deciding on style and type of clothing appropriate to the occasion; choosing appropriate colors; combining colors appropriately; selecting appropriate costume jewelry and other accessories; helping children select clothing which is both practical and attractive . . .)

Adjusting voice, manner, posture effectively to the varied aspects of a situation (Modulating voice in a variety of situations; being sensitive to the needs of others in a variety of situations; eliminating mannerisms; helping children develop sensitivity to situations and use voice and manner appropriately; helping people feel at ease as host, committee chairman, discussion leader; recognizing and knowing when to use accepted social amenities; maintaining good posture . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**B. Achieving Aesthetic
Satisfactions Through
the Environment**

**B. Achieving Aesthetic
Satisfactions Through
the Environment**

**PROVIDING
ARTISTIC
LIVING
CONDITIONS**

**Achieving
Satisfying
Space
Relations**

Making suggestions about the arrangement of furniture (Arranging furniture in the library corner, the playhouse; helping arrange the desks and tables in the classroom; deciding where best to place a work bench, a piano; deciding where to hang pictures; helping hang pictures, arrange a bulletin board; setting places for mid-morning lunch . . .)

Understanding major factors to be considered in achieving space relations that are both satisfying and efficient (Helping arrange classroom furniture to get most satisfying working conditions; arranging the furniture of his bedroom; setting up classroom for a party; helping set table at home; arranging an effective bulletin board; deciding where to put pictures; placing and arranging an exhibit case; displaying a collection . . .)

**Selecting
Appropriate
Furnishings**

Making suggestions for furnishings in situations in which he works or plays (Choosing a bowl for flowers; deciding which picture to hang over his table; choosing the textile to be placed under a piece of clay modelling; deciding what furnishings are needed in a playhouse . . .)

Helping to select furnishings for his own use (Helping select fittings appropriate for his own room; sharing in family discussions of choice of home furnishings; helping decide furnishings for room library corner; deciding whether to have curtains in classroom; helping decide what kind of storage or shelf space will meet needs of the group . . .)

**Using
Color
Effectively**

Enjoying and making suggestions about colors used in home and school (Painting classroom furniture; helping decide on curtains for classroom; helping decide which pictures should be put up in his room; helping place special pottery, prints, other decorative materials in the classroom; making place mats, place cards for special occasions; painting wallpaper for playhouse; planning scenery for a play; helping choose the color of paint or paper for his own room; making decorative gifts . . .)

Identifying major functions which must be considered in using color in interior decoration (Helping select the color in which the classroom is to be painted; painting or helping select colors for furniture in one's room; deciding what sort of mural, special pictures would be appropriate; arranging a bulletin board; helping paint a mural for school lunchroom; helping select drapes, furniture for one's own room; decorating the classroom for a special party; arranging flowers . . .)

YOUTH

ADULTHOOD

**B. Achieving Aesthetic
Satisfactions Through
the Environment**

Extending ability to apply basic principles in achieving satisfying space relations in situations for which he has responsibility (Helping arrange household furniture; arranging the furniture in a bedroom; setting up a conference room for a council meeting; arranging the chairs, table in home for a party or special entertainment; helping hang pictures; setting up a classroom bulletin board, class exhibits; helping frame pictures; helping parents appraise the floor plan for a new house; sharing in plans for building a new clubhouse . . .)

Developing understandings basic to appropriate selection of furnishings (Selecting furniture for one's own room; deciding what style of furnishings is most suitable for a clubroom; helping parents decide what is most suitable in adding new furniture; making drapes and accessories for one's room . . .)

Extending ability to use color to include more of the elements involved in securing attractive living conditions (Selecting the colors to be used in redecorating one's own room; selecting drapes, pictures most suitable for a clubroom; deciding how to use color in arranging bulletin boards, displays; achieving satisfying color effects in table linen, dishes, flowers in setting tables; decorating a school gymnasium for a class party; finding how to adjust color to size of room; using solid colors, figured materials, contrasting colors appropriately . . .)

**B. Achieving Aesthetic
Satisfactions Through
the Environment**

Achieving satisfying space relations in home and place of work (Arranging furniture to secure balance in a room; deciding how to secure satisfying placement of lamps, bookcases in a bedroom, living room; deciding how to place chairs, tables at a dinner party, at a tea; deciding where to hang pictures; deciding what size of furniture, length of drapes are most appropriate to the size of the room; setting a table; framing pictures; making the plans for a new house; choosing between two apartments; considering the arrangements in a new office building . . .)

Selecting furnishings appropriate to use and aesthetically satisfying (Choosing furniture for a house; selecting appropriate furniture for a child's room; choosing kitchenware which has both beauty and utilitarian value; deciding what porch furniture best suits needs; deciding what dishes, other china are appropriate; choosing style of silver . . .)

Using color effectively to achieve satisfying living and working conditions (Deciding how to secure satisfying harmony or contrast in walls or furniture; decorating a baby's room, room for young children, kitchen, other special parts of the house; choosing rugs, furniture covers, drapes for special rooms; achieving satisfying effects with pottery, textiles, knickknacks; helping decide on color schemes to be used in office, factory, store, or other place of business . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**SECURING
BEAUTY
THROUGH
COMMUNITY
PLANNING**

Community
Architecture
and
Landscaping

Helping parents and others to carry out plans to beautify home and community (Helping water garden; helping plant garden; assisting father in mowing lawn, trimming hedges; sharing in developing plans for sidewalks on school grounds . . .)

Sharing in home and school efforts to beautify the community (Cooperating in plans to provide an attractive school building and grounds; planning where walks are most needed on school grounds; helping parents plan a garden; taking responsibility for watering and weeding garden; helping plant trees in local park, on school grounds; cooperating in school effort to develop a local park; discussing proposed local housing project . . .)

**Community
Upkeep**

Sharing in the care of community resources which he uses (Helping keep city streets clean; helping keep papers off city boulevards, sidewalks; helping keep parks clean; using receptacles for refuse; putting outdoor playthings away when through with them; helping keep school grounds attractive; taking part in an all-school clean-up campaign; obeying "keep off the grass" signs; helping weed garden . . .)

Cooperating in general community upkeep (Cooperating in city clean-up campaigns; helping to clean up vacant lots; helping keep own home and garden looking attractive; cooperating in plans to keep school grounds attractive; helping keep parks clean; keeping lawn mowed, hedges clipped; helping paint screens; becoming acquainted with the work of the departments of sanitation and parks and highways; making simple repairs on house, school building . . .)

**SECURING
AESTHETIC
SATISFAC-
TION IN THE
NATURAL
ENVIRON-
MENT**

Appreciating
Natural
Beauty

Becoming acquainted with natural beauty (Asking about the stars, the moon; watching bird and animal life; becoming acquainted with common flowers; watching cocoons hatch; enjoying pets; noting changes in foliage; watching flowering trees; examining shells, pebbles; noting colors of insects, birds, animals . . .)

Extending acquaintance with natural beauty (Recognizing the color and beauty of bird life, of flowers, trees typical of his locality; making a collection of shells, unusual stones; noting changes in surroundings with different seasons; studying the stars; finding sources of beauty in local lakes, hills; examining snowflakes, frost patterns on windows, hoarfrost; cooperating in efforts to preserve wild life, wild flowers . . .)

YOUTH

ADULTHOOD

Cooperating in plans for beautifying the community (Discussing plans for new public buildings; helping provide attractive school buildings and grounds; discussing proposed actions to remove slum areas, unsightly buildings; discussing proposals for planned housing projects; discovering beauty in machines, bridges, factories; investigating proposed building plans; helping in campaigns to control advertising in industrial areas, city highways; helping establish a camp site for local youth groups; discussing proposals to preserve local beauty spots . . .)

Cooperating in the development of plans for improved community upkeep (Discussing measures to secure better community upkeep; helping family decide how to keep home and garden attractive; cooperating in plans to provide waste containers, other means of keeping community attractive; helping clean up untidy vacant lots; evaluating the work of municipal departments concerned with community upkeep; evaluating the effectiveness with which school grounds and buildings are kept in good repair . . .)

Increasing the range of satisfactions found in natural beauty (Finding beauty in sunsets, lakes at night, snow; appreciating the mysteries and majesty of the universe; discovering sources of beauty in trees, flowers; planning entertainments which will allow for appreciation of natural beauties; studying the reasons back of state game laws; exploring the beauty spots of various parts of the country . . .)

Securing beauty in community architecture and landscaping (Taking action to remove slum areas, unsightly buildings, untidy vacant lots; voting on proposals to use community funds for boulevards, parks, planting of trees; reacting to proposed architecture and landscaping of new public buildings, highways, bridges; acting on proposals to remove or control advertising on city highways, in industrial areas; taking action to have local beauty spots preserved . . .)

Securing satisfying community appearance through adequate care and upkeep (Acting to secure cleanliness of city streets; keeping hedges in yard clipped, garden attractive; helping keep boulevards attractive; painting house; keeping house, other buildings for which one is responsible in good repair; voting on budgeting proposals for municipal departments of sanitation and upkeep; evaluating work of such departments . . .)

Helping self and others find aesthetic satisfaction in natural phenomena (Visiting the natural beauties of this country; helping children appreciate the beauties of their natural surroundings; finding sources of aesthetic satisfaction in the mysteries of the universe, in the mystery of plant and animal life; taking action to prevent the commercializing of natural beauties; voting on game laws, laws to preserve trees, wild flowers; providing opportunities for family travel . . .)

Growth in Social Participation

The entire area of social participation is becoming recognized as an increasingly important aspect of growth. From the standpoint of the individual the problems of achieving secure relations with other people are vital aspects of satisfying emotional and social needs. From the standpoint of society the techniques of working cooperatively with others, and of establishing bases upon which organized groups can come together, are fundamental to the survival of our democracy. The problems range from maintaining adequate family relationships to every aspect of international cooperation. The situations calling for effective social participation need to have as important a place in the school curriculum as do any other persistent life situations.

The emphasis throughout all of the charts in this section is upon identifying the major techniques which seem to be demanded. The persistent situations are stated so as to show these techniques and the daily life situations indicate some of the experiences in which they are called into play. In the series of charts concerned with control of environmental factors and forces will be found the persistent situations having to do with ability to deal with social, economic, and political structures, another aspect of the total problem of learning to live in social groups. The persistent situations calling for value judgments in relationships with others are grouped with the other persistent problems having to do with moral choice and responsibility. Among the health situations calling for meeting social and emotional needs there are those having to do with satisfying needs for affection and security in group relationships.

One daily life experience often involves all four kinds of problems. The youth faced with carrying through his responsibility to a student council committee must establish effective working relationships with those on his committee and must take his appropriate part in its activities. He also needs to understand the structure and organization of the group. He faces questions of whether it is important to carry out his commitments to others and how to make maximum use of his own abilities and those of others. And he must be able to satisfy his need for status in a group without making un-

wholesome demands. The teacher needs to be able to identify which types of growth are most needed. If the problem is mainly one of organizing a committee for effective work, further help would be in terms of many other experiences in cooperative group activities coupled with study of what makes for effective cooperative work. If it is lack of understanding of the structure and functioning of an organized group, further help might well involve study both of the constitution of the student council and of other organized groups—the city government, the state legislature, and the like. Neglect of duties through lack of a sense of responsibility to others demands experiences and help in analyzing judgments in other situations where the primary question is one's obligation to other people. Demands for over-attention, withdrawing, or other evidences of insecurity and lack of status in group relationships may lead to many kinds of individual guidance and group responsibility where the teacher is primarily concerned with helping to develop a feeling of at-homeness with the group. Once the teacher has identified within the complex immediate experience the persistent problem or problems with which the learner needs most to be helped, he may supplement the immediate experience with a variety of others suggested in the chart as those which call for similar competencies.

Every situation of daily living in which other persons are involved calls for some kind of social participation. Therefore, opportunities to observe needs in this area and to give help are always present. The teacher who is concerned about this kind of growth builds toward an informal classroom atmosphere where children or youth have opportunities to work together, to visit with each other, to explore common interests, and to share reactions to situations. Needs do not arise as clearly, nor does as much growth take place in the situation where children always work silently at their own desks, where individual rather than group enterprises are the heart of the program, where teacher guidance comes in the form of dictatorship or paternalistic authority rather than through democratic leadership.

Some Typical Situations Calling for Growth in Ability to Act in Person-to-Person Relationships

Person-to-person relationships, the focus of the first of the three charts in this area, include the situations in which the techniques are primarily those needed to work, play, or live successfully with other individuals. The techniques of making friends, showing appropriate affection to family and friends, establishing the personal relationships which make for ease in working with others or for sympathy and understanding in securing guidance from others are basic to the well-being of each individual. At all ages these situations demand the capacity both to give and to receive. One must know how to accept affection from family and friends and, in turn, how and when to express it. In work relationships the enterprise is at times cooperative while at other times the individual may be leader or follower, servant or the one who is served. Guidance is both given and received—one is at times asking for help from others and at times striving to give that help. Basic democratic values calling for respect of the unique worth of each individual, and modification of desires in the face of the needs of others, also call for the techniques of effective person-to-person relationships if these values are to be put into action.

The most effective method of grouping the persistent life situations within this area seemed to be in terms of the kind of relationship—social or work; friendship or casual contact; cooperative, service, or guidance. Some common techniques are needed in meeting the situations in all these categories. To be able to understand the other person, to sense his capacities and limitations, to be able to adjust your response to his needs, are important whether the relationship is social or work, close or casual. To show some of the differences in the demands made and the situations faced as the kind and degree of the relationship change, some of the daily life experiences demanding these common techniques have been given in connection with each kind of person-to-person relationship.

The importance of the development of effective techniques in person-to-person relationships for the successful meeting of the problems of group membership and intergroup cooperation is

obvious. The aspects of situations which call primarily for understanding and responding to others as individuals are given in this chart and not repeated in either of the other charts. For example, the experiences calling for decisions as to how to use the capacities of others on a job, how to give suggestions to others and in turn respond to their suggestions, how to explain work to younger children, how to make requests to members of service groups, are listed under the persistent situations of working with other individuals on a common enterprise and working in service relationships, and not given again even though they also demand certain techniques of group cooperation. Teachers should also recognize the very close connection between the problems in this area and the situations involved in working as a member of the family group as one kind of social structure, and between these problems and the mental health problems of achieving secure relationships with others. In general the emphasis in this section is upon the techniques through which these other ends may be achieved.

Many of the techniques of adequate person-to-person relationships will be built through incidental guidance as activities which involve other persons proceed. Many times during the day learners of all ages face decisions in this area—to criticize or not to speak, to express approval or not, to use common amenities in expressing thanks, asking to be excused, and greeting others or to omit them, to decide if the other person has spoken in anger or is joking, whether a friend is annoyed or merely tired, whether or not a friend is pleased when no outward expression of pleasure is given. Teachers who are alert to the need to grow in person-to-person relationships identify situations such as these and give the guidance needed. There will be other times when an individual or a group may give extended direct consideration to a problem. What to do when one is teased, when teasing is appropriate, how to treat the clerk in the corner store, how to be polite to others when answering the telephone, how to behave when on a date, how to reply to criticism, how much to demand of friends, what to do to show sympathy to a friend—these and others like them may at times become important direct concerns of learners. When they do, time spent in discussing the situation or in other ways providing the needed help is an important contribution to growth.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO ACT IN PERSON-TO-PERSON RELATIONSHIPS

EARLY CHILDHOOD

A. Establishing Effective Social Relations with Others

DEVELOPING FRIENDSHIPS AND AFFEC- TIONATE RELATION- SHIPS

Interpreting
Responses
of Others

Making gross interpretations of the responses of those with whom he has contact (Responding to tears, anger, smiles of other persons; knowing when other children are pleased with one's suggestions; knowing when one is being teased; knowing what others mean when they push, call names, hit back; selecting children who seem friendly and congenial to share in special activities; deciding which children to invite home, to a party; interpreting changes in tone of voice and manner on the part of parents, teachers, other adults . . .)

Making
Appropriate
Responses
to Family
and Friends

Exploring ways of expressing feelings to family and friends (Finding how to show friends that one likes them; deciding what expressions of affection are appropriate at home, in school; teasing others and responding to teasing; finding effective ways of expressing displeasure or dissatisfaction—learning to substitute discussion for action, deciding when to withdraw from a situation; finding ways of expressing interest in a new child in the school or neighborhood; responding to offers of friendship; finding how to thank people . . .)

LATER CHILDHOOD

A. Establishing Effective Social Relations with Others

Discovering ways of making finer discriminations in interpreting the responses of family and friends (Telling when friends are happy, when bored, annoyed, or angry; telling when a child is bluffing or boasting; telling when a teacher is pleased, worried, annoyed; knowing when parents or others are issuing a command, when making a suggestion; knowing when one is being teased; finding which children are most congenial, have like interests, can be counted on; discovering the different ways in which people express the same feeling . . .)

Finding ways of adapting expressions of feeling to reactions of friends and family (Explaining activities to younger children; adjusting expressions of affection to different age levels; deciding how to respond to members of the opposite sex; responding when very much disappointed; deciding what action to take in a quarrel; knowing what to do when teased; knowing how to tease others; knowing what to say or do when scolded, when critical suggestions are made about one's activities; deciding when it is appropriate to use gifts as expressions of friendship; using appropriate ways of thanking others . . .)

YOUTH

A. Establishing Effective Social Relations with Others

Developing increased sensitivity to the reactions of others (Knowing how to interpret subtle reactions of members of the family—when parents are becoming annoyed, worried, what younger children are feeling; understanding the ways a close friend is likely to show pleasure or concern; telling whether a member of the opposite sex likes you; knowing when to interpret teasing or disparaging remarks as forms of affection; telling real from unintentional slights; distinguishing flattery from genuine approval; discussing when and how far such external factors as personal appearance, manners, socio-economic background should influence one's friendships; deciding which friends to entrust with confidences . . .)

Increasing in sensitivity in expressing feelings to family and friends (Expressing oneself to members of the opposite sex; deciding when and how to use gifts to express interest in the opposite sex; determining the frequency and type of dating; giving expressions of friendship to one's own sex—deciding when to express interest in their concerns, what confidences to share, what activities to undertake together; pressing one's point without showing annoyance or anger; reacting when criticized or reprimanded; expressing criticism; deciding how best to "make up" after a quarrel, what to do when a friend loses his temper; adjusting expressions of sympathy, congratulations, appreciation to different individuals . . .)

ADULTHOOD

A. Establishing Effective Social Relations with Others

Using available knowledge of family and friends appropriately in interpreting behavior (Knowing when members of the family are pleased, discouraged, upset; sensing weariness, pleasure, excitement in one's close friends; "reading between the lines" of letters from friends; knowing when an argument is causing others to become irritated; deciding when others are joking, when serious; interpreting the behavior of small children—what crying means, what is meant by expressions of affection, by pouting; knowing when children are becoming tired; deciding the importance of mutual interests, similarity of backgrounds, age differences, in developing friendships . . .)

Establishing mature patterns of expressing feelings to family and friends (Adjusting expressions of affection to members of the family; deciding when and how to show displeasure, disagreement, or disappointment to others in the family or to friends; deciding when and how to express interest in a friend's affairs; showing an appropriate interest in the affairs of children and youth; expressing sympathy in a variety of situations; knowing when to joke with or tease others; using appropriate expressions of thanks for children, close friends, others; knowing when and what form of apology is needed; choosing the persons with whom to entrust close friendship . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Deciding on
Responsibilities
in Relation-
ships

Learning to give and take in relationships with others (Finding what it means to mother to be asked to do special things for you; giving up special desires when others in the family are too busy; finding what special adjustments should be made for those who are sick; deciding whether to share toys with other members of the family, with other children in school; learning how to take turns; writing a letter to a classmate who is ill . . .)

Finding how to consider the needs of others in making demands or undertaking obligations (Deciding when to ask special favors of parents; deciding what his responsibilities should be in the home; deciding when to assume home responsibilities, when to ask others in the family to carry one's duties; finding ways of adjusting activities to interests of friends—taking turns in choosing games, deciding where to play; sharing books, toys, play space with others; adjusting the use of the family radio to the needs of others . . .)

RESPONDING
TO CASUAL
SOCIAL
CONTACTS

Making
Appropriate
Responses

Exploring ways of responding to casual social contacts (Talking to adult visitors in the home; talking with friends' parents when visiting in their homes; taking care of visitors in the classroom; using common courtesies; getting acquainted with new children in the school; helping strangers who ask directions in school . . .)

Finding ways of adapting responses to the reactions of persons met in casual social contacts (Using appropriate expressions or means of thanking others; responding to persons who express thanks; finding why and what means of showing respect are used in contacts with women, elderly persons, other adults; making introductions; responding when introduced to visitors; talking with adults visiting in the home, school, other . . .)

YOUTH

ADULTHOOD

Increasing in sensitivity to the needs of others in making demands and undertaking obligations (Deciding what requests to make of the family—use of the car, radio, personal services; determining what responsibilities one has to parents—in sharing household tasks, in informing them about activities, in use of family funds; deciding what type of favors to ask of or grant to “best” friends—borrowing money, borrowing clothes, help on special jobs; deciding how exclusive a given friendship should be—whether to go steadily with one person, whether “best” friend should have other close friendships; considering when to ask friends to adjust activities to one’s interests, when one should do what friends demand . . .)

Increasing in ability to adjust responses in a variety of casual social situations (Getting acquainted with new pupils; helping visitors from another school feel at home; visiting with the parents of friends; adjusting an introduction to the particular situation; deciding when to give special consideration to women, to elderly persons, to other adults; learning how to initiate and carry conversation with persons whom one meets casually . . .)

Adjusting demands and obligations undertaken to the ability and needs of others (Deciding what responsibilities to take with regard to members of the family; deciding how far and when to make sacrifices for children; deciding what considerations to ask from children in the family; determining what represents real consideration and affection from husband or wife; deciding what responsibility to assume with regard to personal friends—how much time to spend with them, what help to give on personal problems, when to assume financial obligations; deciding what activities to share with different friends; deciding when and what confidences to share with friends; deciding how and when to ask for special favors from friends . . .)

Using appropriate form of expression in a variety of casual social situations (Calling on new families in town; adjusting conversation to the person and situation—talking with shy persons, with persons who are very outgoing, with children, with persons having special interests; deciding how far to offer or expect traditional deference to women; helping children understand the use of common courtesies in casual social contacts . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**PARTICIPATING IN
SOCIAL
ACTIVITIES**

Determining
Kind of
Social
Activity



Helping make plans for entertaining friends (Deciding which friends to invite to a birthday party, to bring home to play, to bring to lunch; deciding with which other class to share a play; deciding when and how to entertain parents at school; suggesting games to play at a party; helping make decorations for a party; deciding what refreshments to have when entertaining parents; making suggestions for luncheon menus . . .)

Finding ways of adjusting social activities to the general interests of guest (Entertaining parents or others at school events; deciding on games which would be enjoyed by different age groups at an all-school party; entertaining friends at home; planning refreshments for a birthday party; deciding how large a group to entertain; helping plan hikes, picnics; deciding what movie to attend with a friend; deciding what activities would be appropriate for an indoor party, for out of doors . . .)

Using
Appropriate
Amenities

Exploring family and school patterns of behavior in social situations (Greeting guests in the home or at school; finding how and when to excuse oneself; finding how to act at the dinner table and how to use whatever silver is customary in the family group; participating in conversation at meals; greeting guests at a party; thanking one's hostess; writing thank-you notes for gifts; sending invitations and thank-you notes to other classes; writing invitations to parents . . .)

Using amenities appropriate to the social situations met (Introducing friends at home or school; greeting guests in the home, visitors at the school; using common courtesies appropriately; acting as hosts to or guests of another class; helping determine appropriate table manners for the school lunchroom; using good table manners at home and in the homes of friends; deciding what to wear to a party; finding how to make guests feel at home; carrying his share of conversation . . .)

YOUTH

ADULTHOOD

Increasing in ability to plan social activities appropriate to a variety of situations (Deciding what to do on a date; determining the number and kind of all-school functions to have during the year; deciding what activities at a school party will best meet the needs of all; selecting the orchestra for a school dance; deciding whether to plan a class function in which expenses and kind of clothing demanded will bar some members; entertaining friends at home; planning refreshments for social functions . . .)

Learning amenities appropriate to a wide variety of situations (Learning amenities appropriate to a formal dance, a tea, a concert, a formal dinner, others; deciding what kind of invitation to use for various occasions; helping set a formal dinner table; arranging table decorations at a tea; helping serve at a tea; deciding what courtesies should be extended to patrons at a class function; participating in a church supper, a community dance; finding what courtesies should be extended to an escort; selecting clothing appropriate to the occasion . . .)

Providing social activities appropriate to the needs and interests of those concerned (Deciding what kind of entertainment will best meet the interests of guests; considering how formal a function to plan; deciding which friends and how many to bring together at a given occasion; planning a congenial seating arrangement of guests; providing music for a benefit tea; helping plan a formal banquet, community dance, club dinner; planning a party for children . . .)

Adjusting the use of social amenities to the needs of particular situations (Adapting behavior in social groups to the kind of occasion; deciding when appropriate clothing is important in a social event; knowing what kinds of invitations to issue for a variety of social events; adjusting activities as a host to a variety of situations; deciding when and how to write thank-you notes; helping children and youth understand and use amenities appropriate to the situation . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

B. Establishing Effective Working Relations with Others**WORKING
ON A
COMMON
ENTERPRISE**

Adjusting
Working
Relationships
to Capacities
and Needs

Exploring ways of working happily with others (Deciding which child to ask to take special responsibilities in class; finding how to divide a task among several children; finding how to make suggestions to a friend working with you, how to adjust work in terms of his suggestions; knowing when to let a friend finish his part of the job even when he uses a different method; sharing tools and equipment with others . . .)

B. Establishing Effective Working Relations with Others

Finding ways of taking individual interests and needs into account in working relationships (Planning work so as to make the best use of individual abilities; choosing the person who would make the best editor of the class paper, store manager; deciding when to give less able children an opportunity to learn how to do a job; giving advice to others about their part of the job, and taking suggestions; planning co-operatively; developing more effective personal and group work habits; fulfilling obligations . . .)

**WORKING
IN SERVICE
GROUP RELATIONSHIPS**

Deciding
on Services
to Expect
or Give

Finding how to give and ask for services (Finding how to ask the storekeeper for what is wanted; talking with the school custodian, the policeman, other adults who help in the school; finding how much and what kind of service to expect from the school custodian, the maid, the personnel in the school cafeteria, others; finding what services are rendered by the policeman, postman, others; learning when and how to thank people for services rendered . . .)

Finding ways of adjusting responses to those involved in service situations (Learning how to make requests of service groups—to place an order at the store, to make a request of the school custodian; adjusting requests to other demands being made upon service personnel; expressing appreciation for services rendered; deciding what obligations one has taken toward the subscribers on one's paper route, what is involved in being an errand boy; responding to criticism or appreciation from an employer . . .)

YOUTH

ADULTHOOD

B. Establishing Effective Working Relations with Others

Increasing in ability to make effective adjustments to individual capacities of those working together (Adjusting work responsibilities to make maximum use of the abilities and interests of individuals; deciding how and when to assign leadership responsibilities; working with younger children in the school on joint projects; learning how to advise with younger children; deciding what obligations have been assumed in working with others on class enterprises; considering when personal interests should be allowed to interfere with an accepted responsibility; adjusting time and method of work to others . . .)

Increasing in ability to make appropriate adjustments of responses in service situations (Adjusting requests in terms of the ability of the person giving service and other demands being made upon him; determining the manner in which to make requests; deciding when to ask one's employer for special considerations; finding what responses are most acceptable to employer and customers in a part-time job—manners, courtesies, sense of humor, others; deciding what expression of appreciation is appropriate—when to tip, when to give gifts, what verbal expressions of thanks; responding to expressions of appreciation; responding to just and unjust criticism . . .)

B. Establishing Effective Working Relations with Others

Adjusting working relationships to the abilities and needs of those working together (Deciding what abilities or interests of associates can best be utilized; adjusting leadership-follower relations to the abilities needed in the particular aspect of the job; learning the ways through which associates normally show reactions; adjusting to the physical stamina of those involved in a piece of work; adjusting to the work habits of those involved—neatness, accuracy, speed of work; deciding where to place trust and responsibility; considering when to share personal problems with a co-worker, to what extent to take on personal responsibilities; determining nature and extent of social contacts with co-workers; advising with children regarding their work responsibilities . . .)

Establishing effective and harmonious relationships in service situations (Evaluating services and adjusting requests for service to the ability of the person involved; adjusting services given to the particular needs of an employer; reviewing credentials; deciding what positions of trust to ask service personnel to assume; considering what positions of trust to accept if an employee; expressing appreciation or criticism in terms which will be understood and acceptable; interpreting expressions of approval or disapproval; deciding how to act upon criticism; considering what personal associations to give or accept . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

WORKING
IN
GUIDANCE
RELATION-
SHIPS

Deciding
on Guidance
to Give
or Secure

Finding how others can give help in problem situations (Learning when to turn to the teacher or parent for special help; finding which friends can give best advice on different problems; finding what kind of help can be secured from a doctor, dentist, nurse; deciding how to carry out the advice of parent or teacher; finding why parents insist on following the doctor's advice . . .)

Becoming better able to ask for and give help in terms of the needs of the situation (Finding how to state clearly a request for help; identifying the questions to which answers are needed; deciding to which teacher to go for help on a particular problem; finding what competence is brought by doctor, nurse, others with special training; helping parents carry out the doctor's orders; deciding how to use the advice of parents and teachers in his particular problem; deciding when to turn to older brother or sister, to his peers for advice . . .)

YOUTH

ADULTHOOD

Increasing in ability to identify the elements in the situation in which guidance is asked for or given (Finding which persons in school or community are best able to give advice on a personal problem; learning how to identify and state issues in a personal problem so that a counselor can give help; appraising the counselor's interpretation of the problem; evaluating advice given by different people—parents, friends, minister, school counselor; deciding when to ask for further help or another point of view on a problem; acting upon the advice of a physician; deciding when to advise friends, when they should be encouraged to seek other advice . . .)

Securing or giving guidance appropriate to the demands of the situation (Determining what factors to consider in selecting a doctor, a lawyer, other person giving professional advice; deciding when to take the advice of a colleague on a professional problem; weighing advice given in terms of the competence of the person advising; expressing advice in terms of the needs and capacities of the other person—what explanation to give, what terms to use, what technical information to provide; developing personal relationships which make for ease in asking for and giving guidance; deciding on appropriate methods of follow-up after giving guidance . . .)

Some Typical Situations Calling for Growth
in Ability to Participate as a Responsible
Group Member

The situations included in this chart have to do with the experiences faced and the techniques needed by the individual who is to take an active part as a cooperative member of a group. This involves first, deciding when group activity is desirable and what groups best serve existing needs; second, taking a responsible share in formulating group policy and carrying it out; and third, taking appropriate leadership responsibility either as a group leader or as a person to whom special responsibility has been delegated.

Democratic procedures are based on the belief that all will profit when the individual takes a responsible share in the decisions that affect his welfare. The full benefits of democracy will not be realized unless the individual knows how to take his part. As our society moves toward more complex intergroup relationships as means of directing human living, it becomes increasingly important that each individual be able to make an effective contribution in formulating and carrying out the policies of the groups to which he belongs. Sound techniques for coming to joint decisions, selecting leaders, evaluating the work of delegates or of experts, and executing group decisions are important in our world. Sound techniques for deciding what groups to join, when to organize new groups, and how to take effective leadership responsibilities are equally important. More and more the effectiveness of the individual is coming to be contingent upon the effectiveness of the groups through which he works. In turn, the strength of group action depends upon the soundness of the leadership given. Children and youth need to be given opportunities to discover how the power of the individual can be extended through a group, to learn the importance of considering the membership requirements and appraising the policies of the groups they join, to understand the obligations assumed with the acceptance of leadership responsibilities in a group. With the little child it is mainly a question of taking part in a small group working on a special problem. With the adult the situations of daily living include a wide range from sharing in the work of local social or service groups to making oneself felt when crucial national

and international policies are being reviewed or formulated by his government.

The fact that everyday experiences involving the techniques of cooperative group membership also often include the persistent situations of working with economic and social structures has already been indicated, as has the close relationship with the persistent life situations calling for moral choice and responsibility in matters of deciding on obligations to use the potential abilities of self and others for the good of all. Knowing how to cooperate must be accompanied by understanding of the structures and organization within which one is working and by value judgments as to the importance of cooperation and one's obligation to work with others in a democratic setting.

With little children the social group is small, flexible, and shifting in membership. Leadership responsibilities move easily from one child to another and feeling of group solidarity is not strong. Guidance at this level comes mainly through giving help in sharing opinions, listening to others, coming to simple conclusions, carrying out what one has promised to do, and abiding by group decisions. The intermediate grade child has a much more highly developed sense of group responsibility. This is the age of secret clubs and gangs, of devotion to leaders, and of loyalty to the group. In a classroom democratically organized much can be done to add to earlier ability to plan, to come to joint decisions, to make wise choices in delegating responsibility, to evaluate the effectiveness of delegates, and to carry out responsibility. It is at adolescence that interest in parliamentary techniques and the precise mechanics of coming to group decisions tends to become strong. If growth has been consistent, there will be, through the school years, steady increase in ability to discuss, to plan, to work cooperatively, to carry through responsibilities, and to make wise choice of leaders. Democratic values demand such growth of all citizens. The complexity of the social interrelationships in today's world adds new meaning and urgency to this demand.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO PARTICIPATE AS A RESPONSIBLE GROUP MEMBER

EARLY CHILDHOOD

LATER CHILDHOOD

A. Deciding When to Join a Group

DECIDING WHEN GROUP ACTIVITY IS DESIRABLE

Deciding
What Exist-
ing Groups
to Join

Deciding in which informal group activities to take part (Deciding which games to join on playground or street; choosing the children to cooperate in a group project; deciding which classroom committees to work with; deciding whether to join the Cub Scouts, the Brownies, other community groups . . .)

Determining Membership Obligations

Finding what it means to offer to work with a group (Finding what responsibilities must be carried out if one has offered to share in a project; finding what it means to be part of an all-school committee; asking why parents expect that he attend church or Sunday school; finding what one will have to do to become a Cub Scout, a Brownie . . .)

Organizing New Groups or Disbanding Old Ones

Helping decide when other groups are needed to carry out class activities (Deciding when another class committee is needed to do a special job; helping plan for a group who want to share special activities to work together; deciding when a committee's job is done; asking parents to organize an out-of-school play group . . .)

A. Deciding When to Join a Group

Deciding which of a number of peer groups to join (Deciding whether to join Boy Scouts or other community youth groups; getting the "gang" to accept you; deciding which teams to join; deciding which group to work with in carrying out a class project; discussing what it means to belong to a church, a political party, a labor union, or other group to which his parents belong; choosing which of a number of school interest groups to join . . .)

Finding what membership obligations accompany the joining of various peer groups (Investigating the membership requirements of various community groups in which he is interested; finding whether special talents or abilities are needed for effective membership in a group; deciding whether the membership obligations of the group can be undertaken—whether dues can be paid, time of meeting comes at free times, activities are those in which he can participate . . .)

Taking an active part in organizing desired informal groups (Helping organize hobby clubs, secret societies, special interest groups; organizing a group of classmates to do a special job; sharing in the organization of desired school teams; helping organize neighborhood groups for play or for securing needed facilities; deciding when a club has served its purpose; considering whether to disband a school team; deciding when a class committee is no longer needed . . .)

YOUTH

A. Deciding When to Join a Group

Deciding which groups to join and determining bases to appraise the value of various kinds of group membership (Deciding which high school clubs to join; deciding whether to join a sorority or fraternity; deciding whether to join a church; finding what service work is done by churches and other service groups; deciding which community youth organizations to join; discussing the work of political parties and what it means to become a member of one; discussing the work of management associations, labor unions, other community groups . . .)

Appraising membership requirements in terms of one's abilities and interests (Deciding whether the activities of a social group are those in which one feels justified in participating; deciding whether the expenditure of time and money demanded by a social group can and should be met; finding what obligations are involved in church membership; discussing what is involved in joining a labor union, a political party; deciding whether the activities of community youth groups justify undertaking their membership obligations; deciding whether the satisfactions from membership in a college fraternity or sorority justify meeting the requirements . . .)

Organizing peer groups to achieve definite ends (Deciding when peer social or service groups need to be organized; deciding which persons to include in high school or college social crowds; helping decide whether a student council is needed; appraising the effectiveness of the existing council organization of committee; helping decide the needed high school club program; sharing in the organization of a needed community group; discussing the issues involved in the proposed organization of a new political party . . .)

ADULTHOOD

A. Deciding When to Join a Group

Deciding upon the extent to which social, economic and political activities are to be carried on through groups and the groups through which to work (Deciding whether to join a political party; deciding whether to join a labor union, a professional group; deciding what kinds of social groups best satisfy leisure time needs; appraising the effectiveness of lodges or other service groups; considering the desirability of church membership, whether to help children become affiliated with a church; helping children and youth evaluate membership in various groups . . .)

Appraising ability and willingness to meet the membership obligations of a given group (Deciding whether the activities of lodges or other service groups justify meeting the obligations undertaken in joining them; determining whether the activities and demands of social groups can be met; considering what obligations are necessary to effective church membership; deciding whether the values to be derived from membership in a professional organization are commensurate with the investment of time and money . . .)

Taking action to secure the groups needed to carry on social, service, economic, and political activities (Deciding which community projects can best be carried out by group action; deciding when a special group for community action has served its purpose; organizing neighborhood groups to carry out special projects; adjusting the structure and purpose of social groups to new interests; deciding whether to help organize a professional group; considering whether the forming of a new political party is justified; helping set up better recreational groups for young people; evaluating available groups for children . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

DECIDING ON
NATURE OF
GROUP PAR-
TICIPATION

Determining
How
Actively to
Participate

Finding what part to take in class and play groups (Deciding how long to work with the group building a boat; deciding whether to share toys with children playing in neighborhood, when to take toys home; finding what happens if a promised task is not done; being asked to give help on something one does especially well . . .)

Deciding what group obligations to undertake (Deciding when to accept special committee responsibilities; deciding how to apportion time among various group activities; determining which of a number of services to a group is the best use of effort—which part to try for in the school play, which position to ask for on the team; deciding whether to leave a group before the full job has been done . . .)

B. Participating as a Group
MemberHELPING TO
FORMULATE
GROUP
POLICY

Keeping
Informed
About
Group
Activity

Keeping in touch with the plans of one's immediate group (Deciding how to keep a record of group plans; using group records as guides to next plans; deciding when to ask others what the plans are; watching bulletin board announcements; sharing in group discussion which reviews plans; learning how to confer with the teacher about plans . . .)

B. Participating as a Group
Member

Finding a variety of ways through which one can get information about the activities of a group (Deciding which of a variety of records will best inform the group of next steps; using the classroom bulletin board appropriately to record group plans; deciding what means should be used to place student council decisions before others in the school; studying exhibits or displays of group work; following activities through the school paper; using the minutes of a meeting . . .)

Expressing
Opinions
Regarding
Group
Activity

Taking part in informal small group discussion (Contributing to class plans; listening while other members make their contribution; taking part in family discussions; finding how the leader of the group helps various group members contribute; making plans with other children in informal group situations—deciding what games to play, who is to take first turn on the swing . . .)

Exploring various ways through which one can express an idea to a group (Sharing in class planning; deciding when and how much to say in a meeting; responding to the leadership of the chairman; acting as class representative to student council; sharing in planning small group projects; preparing a written report to present to a group; deciding what information is needed before expressing an opinion; using cartoons or pictures to make a point clear to the group; deciding how and when dramatization might be used to present an idea . . .)

YOUTH

ADULTHOOD

Establishing more critical bases for determining extent of group activity (Deciding what committee responsibilities to undertake in community youth groups; deciding how many school activities can be participated in effectively, how many special responsibilities to accept; determining when participation calls for ability which he does not have, for a contribution which he is specially fitted to make; determining when time adjustments or other obligations make effective participation impossible . . .)

B. Participating as a Group Member

Appraising various methods of becoming informed as to group activities (Reading the school newspaper; reading the budgetary report of a group; deciding when to keep minutes of group activity; discussing the adequacy of the press, magazines, and other sources of information about activities of national groups; becoming acquainted with the *Congressional Record*; considering the adequacy of reporting by various groups through bulletin boards, exhibits, advertising; evaluating radio talks and reporting; appraising the use of propaganda in reporting . . .)

Evaluating the appropriateness and effectiveness of the variety of means through which opinions can be expressed (Deciding when and how to use a bulletin board to put a proposal before a group; using the school newspaper to present an opinion; using graphs, pictures, charts in making ideas clear to a group; appraising the value of writing letters to a newspaper, a congressman; deciding when parliamentary procedures should be used; finding what procedures are used in congressional debates and the reasons for them; finding how the chairman leads discussion in large groups—taking part in town meetings, or meetings of other community groups . . .)

Bringing all appropriate factors to bear in deciding on the nature and extent of active group participation (Deciding how actively to work in a political party; deciding on the nature and extent of active church participation; deciding when financial support of a group is adequate participation; deciding whether to accept responsibilities in a community group—being a member of the school board, community council, accepting leadership responsibilities . . .)

B. Participating as a Group Member

Using appropriate means of becoming informed about the activities of groups (Studying written reports to be discussed in a group meeting; keeping track of notices of special activities; deciding which magazines or papers best give a picture of the activities of the national group; deciding how to get additional information when conflicting reports appear in papers; deciding what agencies best help interpret propaganda . . .)

Expressing opinions through means appropriate to a variety of group situations (Deciding when a written report rather than a verbal one should be used in group discussions; deciding when and how to write to a senator or congressman; deciding whether to write letters to newspapers or magazines; deciding whether to vote in election primaries; determining when and what parliamentary procedures in discussion are appropriate to the size and purpose of the group; understanding reasons for procedures in legislative or congressional debates; taking an active part in the discussions of community councils, town meetings, social and service groups . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Coming to
Joint
Decisions

Finding how one comes to informal agreement with other members of a group (Finding what saying "yes" to a proposal commits one to; deciding which of two or three suggestions made in class to support; helping adjust plans when there are disagreements; referring back to previous plans when disagreements arise; considering whether plans should be changed in the light of new demands and problems . . .)

Applying simple techniques of securing group agreement on problems of immediate interest (Deciding when to secure a group vote; finding what a majority vote means; discussing why secret ballot are used in elections; understanding how to vote by ballot; finding why parents and others take different sides in an election; deciding when the advice of a specialist should be used to guide group decisions; evaluating alternative proposals and considering ways of resolving conflicting opinions; finding ways of getting alternatives or compromises clearly before all concerned . . .)

SELECTING LEADERS

Determining
Abilities
Needed by
Leader

Deciding on the general nature of the work to be done (Planning with others in the group to decide what jobs need to be done to carry out a class project; deciding what kind of person should be delegated to carry out special tasks; deciding when a special teacher can help with a task . . .)

Deciding on the general nature of the responsibilities which a leader must assume (Deciding what kind of ability is needed in the captain of a team; considering what the class delegate to the council should be able to do; deciding what special responsibilities those appointed to class committees are being asked to undertake; deciding when a leader needs special ability in getting along with other people; discussing the bases of selecting local or national candidates for office . . .)

Choosing
the
Leader

Choosing persons to lead in immediate tasks (Deciding when a teacher can give special help; finding when school nurse or others on the school staff can give expert advice; choosing classmates for committees or special jobs; deciding which parts should be taken by various children in producing a play; deciding which child to ask to announce an assembly program . . .)

Deciding what general ability is possessed by various candidates for a job (Deciding which teacher or club leader to ask for special help on a project; identifying abilities of classmates as a basis for appointment to a special job; determining whether a job can be delegated to a classmate who has not met previous obligations; deciding in how far the popularity of a classmate should determine his appointment; deciding when to accept or offer to take on a special responsibility; finding how parents and others decide among political candidates . . .)

YOUTH

ADULTHOOD

Understanding and using a variety of techniques in coming to group decisions (Evaluating alternative proposals made in council or class meetings; deciding what voting procedures are appropriate to a variety of school or club activities; finding when a motion is appropriate, how to make or to amend a motion; deciding when the opinion of an expert instead of a majority vote should be used to make a decision; deciding when to accept the report of a delegated committee; discussing the methods through which congressional votes are arrived at; discussing what is involved in voting in local and national elections; studying the procedures used to come to agreements on international questions . . .)

Setting up qualifications for leadership in terms of the specific demands of the situation (Determining the qualifications for various officers of the student council; deciding what to expect from a captain or quarterback of football team; selecting a student to head a school rally; deciding which teacher to ask to help in special clubs or projects; deciding what expert advice is needed in order to complete a class project; discussing the qualifications demanded by major community and national offices . . .)

Extending ability to make critical appraisal of the competence of individuals who are being considered for positions of leadership (Appraising the combination of qualifications of candidates for various school offices; discussing the ability of various political candidates; deciding when to offer to do a special job; deciding when to accept a position of leadership responsibility when it is offered; deciding how many leadership responsibilities should be delegated to one person; making a critical review of previous evidence of leadership abilities of a candidate; weighing the popularity of a candidate against evidence of needed ability . . .)

Adjusting techniques of coming to joint decisions to a variety of group situations (Determining what kind of summary is needed in the discussion at a large town meeting, a committee, an informal social group; deciding how conflicting proposals will affect the ultimate action taken by the group; deciding whether group approval needs to be unanimous or a majority vote; deciding which methods of securing expressions of opinion are suitable—when to call for a vote, when informal agreement is sufficient; deciding when to use ballot, show of hands, or other methods of showing agreement; using appropriate methods of making, amending motions in groups where formal procedures are used; discussing the effectiveness of congressional methods of voting . . .)

Making a thorough study of the situation in which leadership or expert help is needed (Deciding what characteristics and special training are needed in a superintendent of schools, a teacher, a leader of youth groups, a new minister for the church; deciding what qualifications should be looked for in selecting a president of service or social club; determining what qualifications to consider in nominating or electing the city mayor, the President, other public officials; deciding on the abilities needed in the chairman of selected committees)

Applying appropriate techniques for determining the competence of candidates for positions of leadership (Evaluating the training and experience of persons from whom technical competence is demanded; securing information about previous work of political candidates; deciding how to interpret the references of a candidate for a teaching or other position; deciding how well a candidate for a club presidency will be able to work with other people; deciding when to run for office or accept a nomination in local or national groups . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**HELPING
CARRY OUT
GROUP
POLICIES****Determining
Needed
Organization
and Personnel**

Finding how various members of the group can share in carrying out responsibilities (Deciding when to choose one or two persons to carry out a job for the group; helping to delegate class responsibilities to committees; deciding when specialists should be called in to help; considering how many people will be needed to finish a job; deciding how long an individual should hold a special responsibility . . .)

**Evaluating
the Work
of Delegates**

Deciding how well tasks have been carried out (Discussing how to judge the success of plans; deciding how well the work of a committee has been done; discussing how well various classmates have contributed to a joint enterprise; deciding how to revise plans in order to have work better done the next time; helping children who have failed to carry out responsibilities plan for their next jobs . . .)

**Executing
Group
Decisions**

Finding how groups of which he is a member carry out their decisions (Finding when it is important for members of the class to stand by their agreements; giving up his plans for group plans; applying rules in playing games; helping revise group plans to provide for individual or small group interests; carrying out his part in a plan; taking his share in common problems such as cleaning up; being ready to go out to play at a given time . . .)

Organizing class or other group to carry out class decisions (Determining number and size of committees needed to carry out class projects; deciding whether class officers are needed; deciding what responsibilities should be held by various members of the student council; finding what work is done by the mayor, President, governor, other prominent local and national officials; delegating responsibilities to a classmate with special abilities; planning for the help of a specialist . . .)

Determining bases on which to judge whether individuals have carried out their responsibilities (Deciding when the report of a committee provides the needed information, when it should be questioned; judging the work of delegates on given projects; appraising the effectiveness of the cooperative work of several committees putting on a class party; deciding whether the class representative to the student council has represented the class point of view fairly; trying out the suggestions of a special teacher . . .)

Developing a variety of methods of expressing and executing group decisions (Deciding when every member of the group should accede to majority decisions; adjusting plans to provide for individuals or small groups; revising plans as new problems demand change; keeping members informed of group decisions; finding how the local and state systems of law enforcement operate; deciding what to do if a member of the group refuses to participate; setting up and enforcing rules of a game . . .)

YOUTH

ADULTHOOD

Understanding and using a variety of methods to carry out the plans of a group (Building an effective constitution for student council or club; deciding on duties of various class or club officers; deciding when special committees should be asked to undertake responsibilities; planning for adequate representation on the student council; discussing the organization through which local or national government functions; apportioning responsibilities so as to include all members who have contributions to make . . .)

Building more adequate bases on which to evaluate a variety of delegated responsibilities (Deciding how long special committees should be given to bring reports back to the class; discussing how far the class chairman gives others a chance to participate; deciding when to demand a complete financial statement from those handling the class budget; deciding when not to accept the recommendations of a committee; discussing how one keeps informed about the activities of a congressional representative, community council; judging the report of a specialist; appraising the work of the social committee before making second term appointments . . .)

Taking responsibility for evaluating and helping carry out group decisions in groups in which he is involved (Deciding whether club or sorority rules should be enforced; planning next steps when the group disagrees on procedures; deciding how far to oppose what the rest of the group wish to do; using effective methods in keeping the group informed; deciding what controls the student council should exercise; discussing the principles on which local and national systems of law enforcement function; discussing the use of force as an international proposal; investigating the critical function of minorities in government . . .)

Selecting appropriate organization and personnel for carrying out plans in a variety of groups (Deciding what officers are needed to carry out the activities of groups of various sizes; deciding when and what committees are needed in lodge, club, school staff, social group; considering the place of bureaus and commissions in local or national government; considering the effectiveness of the constitution of a club, local or national organization; deciding when to delegate responsibility to an expert or specialist . . .)

Evaluating the work of those to whom responsibility has been delegated in terms of the nature of the responsibility (Evaluating a report from a delegate; deciding how long it should take to test a new program in operation, what is the best evidence of progress; evaluating the quality of the cooperative work secured from members of the group—deciding how far a committee decision represents the joint thinking of all members of the group; appraising the work of a congressman, other public officials; reviewing budgets, financial statements, reports of the year's work; deciding what background is needed in order to evaluate the proposals of an expert or a committee delegated to do a special job . . .)

Deciding when and through what means to uphold the joint decisions of a variety of groups (Deciding what kind of pressure to bring on those who do not wish to conform to a club decision; planning what to do when disagreeing with the decision of the majority; deciding how long a minority will be allowed to block the wishes of the majority; deciding when to leave an organization because of disagreement on policy; helping enforce state or national laws; deciding when it is appropriate to try to change a law; evaluating proposals for enforcing international agreements . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

C. Taking Leadership
ResponsibilitiesC. Taking Leadership
ResponsibilitiesOUTLINING
PRELIMINARY
PLANSProjecting
Nature of
Activities

Deciding on the steps to be taken to carry out delegated tasks (Finding what is involved in specific tasks delegated by the group; telling how one would like a game to be played; deciding the best time for carrying out a special responsibility; checking with teacher or class record about plans for which one is responsible . . .)

Finding what is needed to lay plans for class activities for which one is responsible (Re-thinking what is involved in the assignment accepted; planning what should be considered at class, committee, or student council meetings; deciding how much planning to do before a committee meets; making a rough estimate of the time needed for an activity; thinking of possible ways in which the work might be carried forward . . .)

Projecting
Needed
Personnel and
Materials

Helping select people and materials for a specific job (Choosing the people he would like to have work with him on a committee; deciding when help from class members will be needed; deciding what specialists might give needed help; getting out the materials and tools needed for the job; supplying others with needed materials . . .)

Finding ways of estimating personnel and materials needed for a given piece of work (Deciding whether the task to be done demands special knowledge or abilities not possessed by the group; deciding when it will be necessary to use library or other resource materials; making tentative decisions as to what tasks might be done by individuals in the group; deciding whether special books or materials need to be brought to a committee meeting; considering what special materials must be secured before finishing a job . . .)

YOUTH

ADULTHOOD

C. Taking Leadership Responsibilities

Doing independent planning in delegated leadership situations (Making an outline of the order of business when chairmen of a meeting; deciding what items must be accomplished by the end of a group meeting; deciding what possible activities might be proposed in a class meeting; considering the implications of the responsibilities delegated to the committee one is asked to head; deciding whether and when to place plans before the group; estimating time needed for various phases of the work . . .)

Making more specific predictions of needed personnel and materials (Estimating the number of persons needed to carry out the work; appraising the special abilities of a committee in terms of the assignment; deciding what expert help is most likely to be needed; studying the details of the job to be done in order to determine possible needed equipment; exploring possible sources of needed equipment; providing the needed materials for a committee meeting—arranging for room, writing equipment, any informational materials . . .)

C. Taking Leadership Responsibilities

Projecting preliminary plans in a variety of situations calling for leadership or expert responsibilities (Making preliminary slate of order of business when conducting meetings; coming to preliminary decisions as to the responsibilities delegated to the committee one is heading; deciding what information to bring if called as an expert; deciding how detailed a preliminary report to bring back to a group; setting up a tentative time schedule . . .)

Projecting needed personnel and materials in terms of a critical appraisal of the demands of the situation (Deciding which specialists will best provide needed technical information; considering whether sub-committees are likely to be needed and the most effective distribution of personnel; securing estimates of costs of needed materials and services; providing the equipment needed for effective committee work—securing adequate meeting room, blackboard, paper, and other materials; deciding whether secretarial help is likely to be needed . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**SECURING
PARTICIPATION OF
GROUP
MEMBERS**

Keeping
Group
Members
Informed

Helping others remember group plans (Using bulletin board or blackboard to let others study proposed plans; helping remind others of previous decisions; explaining plans to others; helping write class plans on board or experience chart; reporting progress and needs in class planning period . . .)

Becoming acquainted with various ways of keeping a group informed (Deciding whether to report to class orally or to post a notice of plans; keeping minutes of a meeting; choosing the detailed information needed to explain proposed plans to a group; deciding how best to summarize reasoning behind plans; deciding when and what kind of a written report is desirable . . .)

**Securing
Cooperative
Action**

Helping others to share in plans which one is proposing (Presenting plans to class groups so that others have a chance to share ideas; deciding when others should be allowed to change one's plans; calling on different members of the group to make suggestions; listening to the suggestions others make . . .)

Taking responsibility for securing cooperative action in situations where one is a leader (Discussing the responsibilities of the chairman for securing cooperative action; securing opinions from other members of a committee; making sure that class members with differing opinions have a chance to speak; making sure others get credit for work done; deciding how many commitments to make before securing group approval; planning how often to have group meetings to report progress and revise plans . . .)

YOUTH

ADULTHOOD

Increasing in ability to select appropriate methods of keeping group members informed (Deciding the kind of minutes to keep; preparing detailed written report of proposed plans; using school paper to present various proposals and student council decisions; using school bulletin boards to get plans before a group; deciding how detailed a report to make; deciding whether to make a progress report; considering how often reports are needed . . .)

Adjusting techniques of securing cooperative action to the nature and purposes of the group (Securing opinions from each group member—planning means of stimulating discussion in large groups, deciding when and how to use question periods, encouraging quiet members, keeping vociferous members from taking an undue amount of time; deciding how complete to make plans before asking for group approval; deciding how to use questionnaires, ballots, interviews, or other devices to secure an all-school opinion on a problem; deciding when to call for a vote; deciding when to summarize progress and agreements for a group; becoming acquainted with ways in which local and national leaders secure the cooperation of legislative bodies . . .)

Adjusting methods of reporting to the nature of the group and the problem (Deciding whether to read minutes of an executive board to the total group; considering when and how printed reports should be used; planning how to make budgets meaningful; deciding when and how to get technical information before a group; considering when to use the radio to disseminate information; deciding what kinds of objective reporting to use in informing a group—exhibits, charts, graphs . . .)

Securing cooperative planning and activity in a variety of group situations (Securing representative group opinions on a joint problem; deciding when and how often to call for a vote on ongoing plans; deciding how detailed a report to make to a group who have asked for expert advice; deciding when and how far to take children into family plans; adjusting procedures, when chairman, to the needs of such varied groups as a town meeting, club, small social group; deciding when a written report should be used to present ideas to a group . . .)

Some Typical Situations Calling for Growth in Ability to Act in Intergroup Relations

The persistent life situations in this chart have been grouped with reference to the kind of group represented. Racial and religious groups—persons who because of birth or point of view have similar customs, traditions, backgrounds, beliefs, or appearance, whether or not they actually work together as organized groups—were classified in one large category. Socio-economic groups—even less clearly identifiable on the basis of any distinguishing characteristic and no more likely to work as definitely organized bodies—were put in a second category. And groups organized for specific action—welfare, service, pressure, labor, management, government, and many others—were grouped in the third.

Clearly every individual finds some place in all three groups. Equally clearly the membership in any one category may contain persons drawn from a cross section of the groups in each of the others. Also, one group may be listed under two categories, depending on the focus of its activities. The members of any religious denomination, for example, form a religious group. Their church, as an organization acting upon a positive social policy, is also a group organized for action.

Yet the persistent problems faced and the goals desired are sufficiently clear-cut to warrant pointing up in this way the variety of groups who must learn to live together. Under the problems of working with racial, religious, social, and economic groups fall many of the life situations involving the place to be accorded to members of a minority group. On local, national, and international levels we are facing the problems of how to secure reliable information about other peoples, how to interpret their mores, and how to accord them the respect for their unique worth as individuals which our democratic values presuppose. Under the problems of dealing with groups organized for specific action are the situations calling for effective techniques of intergroup cooperation—to secure reliable information about the policies of a group; to decide when to throw one's weight with a group organized to secure specific action; to use the techniques which make for effective intergroup cooperation, from the community council made up of

delegates from various groups, through the relationships of labor and management, to the United Nations.

Each person faces two kinds of situations. As an individual representing a group, he must decide on his personal relationships with other individuals representing different groups. As a member of a particular group he must also take responsibility for helping to determine the policy of his group toward others.

The child faces problems of how to treat members of other groups from the first time that he meets those who in some respect are different from himself. For some children this will come through a special group discriminated against in the community. In other cases the child himself will be a member of the minority group. Even before he reaches school, attitudes have been begun toward others in the child's immediate vicinity and even toward those in other nations. It is the responsibility of the school to help him, as his maturity allows, to evaluate his information, secure better understanding, and appraise the bases on which he is acting.

In working in class committees, in sharing school responsibilities with other classes, and in participating in the coordination of various groups to which they belong, children begin to sense that the techniques of intergroup cooperation are very similar to those which they, as individuals, use. As they grow more mature they need to be helped to study the functioning of local and national groups with which they have acquaintance—a community council in their town, the relationships between labor and management in local industries, the coordination of welfare efforts through a community chest, the problems of nations as they strive to establish the techniques and build the understandings that will allow them to live and work together.

As with all other charts in this section, the need to see these situations as also contributing to the development of democratic values should be stressed. The smaller our world becomes, the less we can afford to be barred from full cooperation with others by prejudice, misunderstanding, and lack of techniques which would enable us to work together. Children and youth need to grow not only in world-mindedness, but in depth of understanding of the complex problems to be solved in the course of achieving effective cooperation among groups with divergent interests and viewpoints.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO ACT IN INTERGROUP RELATIONS

EARLY CHILDHOOD

LATER CHILDHOOD

| | A. Working with Racial and Religious Groups | A. Working with Racial and Religious Groups |
|---|---|--|
| UNDER- STANDING THE BASIC CHARACTER- ISTICS OF A GROUP | Finding how to use facts to check opinions about racial and religious groups (Asking parents or teachers about statements made by other children; learning how to check opinions by further observation; asking about pictures and stories of other peoples; asking about discrepancies between stories and personal experiences; being helped to look at the bases upon which he or his friends call other persons names . . .) | Appraising varied sources of information regarding racial and religious groups (Discussing family opinions and judgments about his own or other groups; comparing pictures of folkways and those showing modern living in other lands; comparing information about other groups found in several sources; evaluating the opinions of other children in terms of his own experiences; finding which community members can give accurate information about other groups; discussing reasons for misinformation about his group; learning to evaluate newspaper accounts of the activities of other groups; finding what resources to use to challenge sweeping generalizations about groups . . .) |
| Securing Reliable Information | | |
| Interpreting Group Mores | Noting that other persons express the same things through different customs, appearance, and behavior (Noting differences in appearance among school groups—asking about differences of hair, eyes, skin; asking about joining in customs which are not part of his family pattern; visiting a church or Sunday school with friends; noting the special garments of members of religious orders; asking about differences in accents among his friends or their parents; tasting strange foods when visiting in homes of children of other racial backgrounds . . .) | Finding what other groups mean by their customs, behavior, and appearance (Asking about pictures and stories which show people of other lands carrying out customs he does not understand; discussing the reasons for the customs of other persons with whom he has immediate contact—finding why other children cannot or do not have to do the things he does; asking why his or other families eat special foods, keep special holidays; eating special dishes in the homes of friends; visiting other churches than his own; finding why members of religious orders wear special garments; joining in songs which are typical of various national groups; enjoying crafts and folklore of various national groups . . .) |

YOUTH

A. Working with Racial and Religious Groups

Extending range and critical interpretation of sources of information regarding racial and religious groups (Discussing the bases for statements classifying all members of another group as lazy, tricky, narrow-minded, of superior mental ability; determining how to secure information which is representative of various points of view regarding a group; deciding the extent of firsthand experience needed before generalizing; identifying individual differences within a group; learning to use scientific evidence to clarify judgments; finding how to detect propaganda for or against racial or religious groups . . .)

Making critical interpretations of the customs and behavior through which different groups express similar concepts (Understanding the concepts expressed through the symbolism of mores which are different from his own; exploring the effect of faiths and philosophies upon the life and development of national groups; considering whether to continue the customs of one's group when they make one conspicuous; deciding whether to persuade parents to abandon customs which make them stand out as different; explaining one's religious customs to those who do not understand them; understanding the meaning of church services which are different from one's own; exploring the special contributions of national groups—crafts, music, folklore, social or scientific advances . . .)

ADULTHOOD

A. Working with Racial and Religious Groups

Making critical use of appropriate sources of information about racial and religious groups (Finding what resources are available to give unbiased information about other groups; appraising propaganda which is directed toward special groups; evaluating the competence of various writers and speakers; finding where to get official statements of points of view; appraising the adequacy of scientific data regarding groups; helping children to withhold judgment and to secure positive concrete experiences . . .)

Dealing with other groups with proper regard for basic factors which govern their mores (Deciding whether in hiring employees to act upon assumptions that definite characteristics belong to definite races; deciding whether to ask for, and how far to provide for celebration of special religious holidays or beliefs by employees; deciding how far to maintain or to ask children to maintain the mores and customs of a special group; helping children understand the meaning back of the customs of other groups; discussing the basic differences in the philosophy of various religious groups; making a critical appraisal of the effect of the mores of one's group on effective participation with others . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

SAFEGUARD-
ING RIGHTS
AND RESPON-
SIBILITIESSupporting
Legal
Protections

Becoming acquainted with the privileges and restrictions of his own and other groups of his acquaintance (Attending, or having his friends attend parochial schools; being allowed to leave school early for religious instruction, asking why other children are allowed to go; asking why children of other races are not allowed in his school; finding why he must remain in a special section of street car or community building . . .)

Deciding
on Extent
of Social
Participation

Identifying family and school patterns of relationships with other racial and religious groups (Asking why parents do not allow him to play in certain parts of the city, with certain children; finding why other children are not allowed to play with him; asking why other children are not allowed to play with certain groups when he is allowed to play with them; finding why parents and teachers object to using derogatory expressions about other groups . . .)

Finding what general community provisions safeguard or violate the rights and responsibilities of his own and other racial or religious groups (Finding why he, or other children attend parochial schools, are dismissed from school for religious instruction, religious holidays; finding why Japanese, Mexican, Negro, or other specified minority groups are segregated in some localities, why they are not segregated in others; discussing news accounts of safeguards or violations of the liberties of groups; discussing the effect of a poll tax; finding how a person from another country becomes an American citizen; finding what rights and responsibilities accompany citizenship . . .)

Finding simple explanations for family and community patterns of social relationships among racial and religious groups (Raising questions about parental attitudes toward having children in the home when he is encouraged to work and play with them at school; finding why one group is discriminated against in the community and another is not; finding why he is not accepted in certain homes; deciding whether to ask the children from minority group to his party; finding why the patterns of social participation differ in his and other communities; discovering differences in the attitudes of the families of his friends toward the type and extent of association with other children . . .)

YOUTH

ADULTHOOD

Understanding and acting where possible on sound bases regarding the rights and responsibilities of his own and other racial and religious groups (Discussing local or national proposals to remove or impose legal restrictions on employment; deciding how far to make vocational plans in terms of discrimination against or special opportunities for the group of which one is a member; considering the issues involved in a poll tax; discussing the place and function of parochial schools; finding the bases on which he or his friends are allowed to be absent from school on special religious holidays; discussing the purpose and fairness of regulations regarding zoning of housing, segregation of groups; discussing the reasons for immigration quotas, the restrictions in granting citizenship to certain groups . . .)

Making a critical appraisal of the bases governing social participation with other groups (Deciding whether to oppose parental refusal to allow social contacts with other groups; deciding whether to place restrictions on the membership of clubs or social groups; deciding whether to plan social functions which will exclude certain class members; deciding whether to attend a college where the majority are of one's racial or religious group; discussing the pros and cons of intermarriage; deciding whether, in the face of opposition, to continue personal friendships with members of other racial or religious groups; identifying the injustices involved in community mores which restrict certain groups; discussing the wisdom of steps taken by his or other groups to bring about desirable social relationships . . .)

Safeguarding the rights and responsibilities of his own and other racial and religious groups (Deciding whether to support proposals which exclude special groups from employment, which restrict employment to members of one's own group; considering what action to take on establishing a poll tax; deciding whether to have children attend parochial schools; taking a stand on issues regarding means of supporting parochial schools; deciding whether children should be dismissed from school to receive religious instruction; deciding whether to support regulations zoning housing, segregation of groups; deciding what action to take on proposed immigration quotas, on restrictions in granting citizenship to certain groups . . .)

Using democratic values to determine nature and extent of social participation among racial and religious groups (Deciding whether to support regulations restricting membership in clubs, participation in community activities; considering whether to allow children to intermarry, on what bases to oppose intermarriage; deciding whether to employ a person of another religious or racial background in one's home; deciding in how far personal friendships will include persons of other groups; determining what groups to bring together socially; discussing effective means of building desirable intergroup social participation . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

B. Working with Socio-Economic Groups**DETERMINING
VALIDITY
OF SOCIO-
ECONOMIC
DISTINC-
TIONS**

Understanding
Basic
Characteristics

Identifying similarities and differences in standards of living and patterns of work of families of his acquaintance (Helping with household tasks; finding what work is done by members of the community with whom he has contact; asking why his mother is at work when others are not, or vice versa; comparing the work activities of his parents and those of his friends; asking about differences in the homes of friends; finding why playmates have more or less toys than he does, why their clothing is different . . .)

**SAFEGUARD-
ING RIGHTS
AND RESPON-
SIBILITIES**

Assuring
Economic and
Political
Opportunities

B. Working with Socio-Economic Groups

Understanding contributions of the various socio-economic groups in the community which affect him (Discussing how his parents and those of his classmates earn their livings; finding what contributions various service groups make to his well-being; sharing in the work of service groups in the home and school; finding why he cannot have as much spending money as other children, why others have less to spend than he does; visiting homes which represent different socio-economic levels from his own . . .)

Finding what general provisions exist to safeguard the rights and responsibilities of socio-economic groups (Finding the reasons for picket lines; discussing the implication of a local strike; finding why political campaigns mention securing the support of special groups; discussing parents' references to the effect on different groups of various ways of securing income and other taxes, of proposed wage increases; discussing local proposals for eliminating slum conditions, planning housing projects . . .)

**Deciding
on Extent
of Social
Participation**

Working and playing with members of other socio-economic groups (Helping maid, custodian, other members of the service groups with which one has contact; asking why mother objects to certain playmates, why he is not allowed to play in certain parts of town; finding why other children are not allowed to play with certain individuals when he is allowed to play with them; asking why he is not invited into certain homes . . .)

Finding simple explanations for family and community patterns of social relationships among various economic groups (Planning how members of the school group can best help the custodian; cooperating with various community workers in carrying out needed work; helping maid, cook, or other members of the family in housework; finding why parents object to his playing with children from other neighborhoods . . .)

YOUTH

ADULTHOOD

B. Working with Socio-Economic Groups

Appraising community mores regarding distinctions among socio-economic groups (Discussing the relationship of economic factors to vocational choices—deciding how important to hold a white-collar job; discussing the effects of living in undesirable sections of town; investigating the causes of slum conditions, poverty in his community—discovering whether such conditions are a true reflection of the desires and abilities of those who live under them; discovering the bases on which special status is accorded members of social or economic groups of his acquaintance . . .)

Understanding principles basic to safeguarding the rights and responsibilities of socio-economic groups (Discussing the effect of poll taxes on low economic groups; considering the rights and responsibilities inherent in collective bargaining—problems of strikes or management lockouts in essential industries or in the nation's food supply; discussing government proposals to control the right to bargain collectively; discussing the implications of proposed minimum wage laws, laws governing length of day and week, provisions for employment insurance and social security; investigating strengths and weaknesses of present tax systems; considering the reasons for and merit of proposals to provide needed educational opportunities for all . . .)

Making a critical appraisal of the bases which govern social participation of socio-economic groups (Considering how far parents' occupation should make a difference in choosing friends; deciding whether to abide by parental restrictions in choice of friends; considering whether to plan class activities that are financially impossible for certain members of the group; deciding whether or not to entertain in one's home if living at the "wrong end of town" . . .)

B. Working with Socio-Economic Groups

Applying adequate understanding of basic issues in making distinctions between socio-economic groups (Helping children build desirable attitudes toward labor—deciding what attitudes to help children build toward the custodian, maid, other service groups; deciding whether it is important to hold a white-collar job; advising children of the factors to take into consideration in making vocational choices; helping children understand and appraise the relative importance of socio-economic status . . .)

Safeguarding the rights and responsibilities of own and other socio-economic groups (Taking action with regard to laws establishing a poll tax; taking action on proposals to secure minimum salaries for all groups; deciding what processes of collective bargaining are justified; considering the justification for management lockouts; taking action on measures to compensate those who undertake the dangerous or disagreeable jobs of the world; deciding how far equal opportunities should be extended to women and men; appraising the adequacy of proposed tax regulations; considering measures to provide adequate housing for all; considering measures to extend medical services to all groups; discussing proposals to equalize educational opportunities . . .)

Using democratic values to determine the nature and extent of social participation among socio-economic groups (Taking action to secure the cooperative participation of various socio-economic groups in a community enterprise; deciding how to weigh socio-economic differences in considering marriage; choosing the community in which to establish a home; deciding which children to encourage as companions for one's own; deciding whether to send children to a private school; deciding to what extent socio-economic distinctions will determine friendships . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

C. Dealing with Groups Organized for Specific Action

DECIDING
WHEN
GROUP
ACTION IS
JUSTIFIED

Securing
Information
About Group
Policies

Deciding
When to
Support an
Organized
Group Action

SECURING
COOPERA-
TIVE INTER-
ACTION

Securing
Effective
Intergroup
Cooperation

Finding how his group can work with others on school enterprises (Helping plan a joint assembly program; cooperating in the development of the school paper; deciding which of several school services his class will undertake; deciding how best to share equipment with other groups; finding how other classes can help his group carry out special plans . . .)

C. Dealing with Groups Organized for Specific Action

Identifying the major groups active in the local community (Finding what parents mean when they talk about being Republicans or Democrats; discovering what is done with contributions to the Junior Red Cross; deciding what Scouts or other youth groups are trying to accomplish; discussing newspaper, radio, or parental reference to the activities of national groups and of other nations . . .)

Deciding when to work with and through a group (Discussing the right of a small group to refuse to join in class activities; deciding when it is most effective to work through the student council; deciding whether to work as a class group or as individuals in raising money for a given cause; deciding which of several welfare groups to contribute to; deciding which service club to appeal to for support in a school activity . . .)

Developing simple techniques for intergroup cooperation (Considering how the school can best work with community groups to secure play facilities; cooperating with other groups in clean-up drives, Red Cross drive, and other community projects; deciding how the class group should contribute to a school enterprise; deciding how to allocate parts of an all-school enterprise to get the most effective contributions from children of various age groups; discussing the general nature of reported plans for international cooperation . . .)

YOUTH

ADULTHOOD

C. Dealing with Groups Organized for Specific Action

Discovering the variety of bases upon which groups can be organized for action (Discussing the purposes of the major political parties; discussing what kind of activity religious groups represent; getting information about the current moves of various pressure groups; finding how to get reliable information about organized labor groups; deciding how to appraise the work of local and national welfare groups; discussing the foreign policies of other nations and groups within nations . . .)

Understanding issues involved in using group action to achieve desired ends (Discussing when group pressure is justified; deciding whether to take an active part with community groups in a drive for special improvements; considering the degree to which cartels, trusts, monopolies should be controlled; considering the issues involved in using group techniques for collective bargaining; discussing the effect of tariffs and trade relations as means of affecting the policies of other nations; discussing the issues behind current international policies to secure national objectives . . .)

Extending techniques and appraising methods for securing effective intergroup cooperation (Coordinating the work of several committees working on a school enterprise; discussing whether the present school organization makes for effective cooperation among class groups; appraising the effectiveness of cooperative efforts of local community groups; acting as a member of a community youth council; deciding what responsibilities youth groups should share in community life; considering proposals to facilitate the cooperation of labor and management; discussing proposals to give government a share in national planning; discussing proposals for international cooperation . . .)

C. Dealing with Groups Organized for Specific Action

Making judgments as to the aims of special groups in the light of adequate information about their purposes (Interpreting the platforms of various political parties; considering the policies of labor and management groups; finding what minority groups exist in the community and through what organizations they work; studying the policies of active community groups; becoming informed about the policy of one's professional organization; discussing the foreign policy of this country and other nations; getting reliable information about other national groups . . .)

Using sound democratic principles to decide when and how far to support the activities of organized groups (Deciding when group pressure is justified; deciding what responsibility organized education should take in bringing about social change; deciding what kind of pressure a church should bring to bear; deciding when and how far to abide by the ethical standards of a professional group; discussing international implications of the variety of current attempts by various nations to bring pressure on other national groups . . .)

Acting to secure effective intergroup cooperation (Helping organize or share in a community council; helping to coordinate the work of community service groups, youth groups; serving on an interfaith council; suggesting methods through which school and community can work together; considering national proposals to facilitate the cooperation of labor and management; planning effective means through which labor and management in a given vocation can work together; considering the function of government in national planning; considering the effectiveness of present techniques of international cooperation . . .)

Growth in Ability to Deal with Environmental Factors and Forces

Environmental factors and forces represent the third large grouping of the persistent life situations with which all persons must deal. As truly as does each individual find his ability to use his own capacities and to work with others involved in almost every daily life experience, so does he find his ability to handle the world which surrounds him.

The identification of recurring problems in each of the three charts which follow has been made in terms of practical situations with which people seem to be trying to deal. The decision as to how large a problem area to include under one persistent situation was made so as to group together those daily life experiences which call for related competencies and understandings without giving such a detailed breakdown as to make functional use of the charts difficult. As with every other area, it would be possible to identify running through the daily life situations listed under each persistent problem several sub-problems which also recur in the lives of people.

To focus on the situations actually faced in the immediate present does not deny the need to understand the past and to look toward the future if present problems are to be dealt with adequately. Nor does attention to the situation which calls for action deny the need for understandings upon which to base that action. Children and youth, as well as adults, manage their world effectively only when they have the knowledge that frees them for intelligent action. However, those who study the charts in this area will find that the grouping of situations does not follow the lines of organized bodies of subject matter. One situation may draw upon several branches of knowledge before the needed understandings are developed. The learner faced with a definite question, such as the need for reforestation, may explore aspects of such subjects as the natural sciences, geography, history, political economy, government, as he tries to discover what trees would be needed, what the effect on near-by land and water resources would be, how the timber in the area came to be destroyed, what economic value the reforestry project will have for the community or the nation, and what responsibility government should take in the matter. According to

the maturity of the learner and the demands of the problem teacher and learner will draw upon whatever subject matter is needed.

The interrelationships between the three charts in this section are many. In the example just given there can be identified the persistent situations of producing, protecting, and controlling plant life, of conserving natural resources, of using government to guarantee the control of natural resources, and of using technological resources in keeping with social values. Yet the learner may, through repeated experiences with gardening or planting trees, have already developed considerable ability to provide the conditions necessary for the growth of trees without having much understanding of the need for and the problems of safeguarding the natural resources of our land. He may have had many experiences which helped him to become conscious of the need for conservation without much conception of the function of government in conserving human and natural resources. And he may have all of these and lack the understanding of the tools and equipment which will have to be provided if an efficient job is to be done. Which of these problems, or of still others that might be involved, will be the ones in which careful investigation is undertaken will depend upon the needs of the particular individual or group. What supplementary daily life experiences might be used to build toward similar concepts and understandings will depend upon the persistent problem or problems in which the growth is most needed.

Immediate situations which call, in part, for ability to meet health needs or needs for aesthetic expression and appreciation can also be identified in relation to the persistent problems in this area. Securing adequate housing, for example, calls for certain knowledge of health needs, and also for knowledge of where and how to buy, what appliances to provide to conserve human energy, how to budget funds, and the like. Such interrelationships were pointed out as the charts in the two preceding sections were discussed. The focus at that time was primarily upon problems the individual must be able to solve to achieve maximum individual growth and maximum effectiveness in social relationships. At this point, in relation to many of the same situations of daily living, there are identified the recurring problems demanding competencies and understandings related to environmental factors and forces.

Some Typical Situations Calling for Growth in Ability to Deal with Natural Phenomena

In recent years great progress has been made in the effective use of natural phenomena for human welfare. Synthetic materials of all kinds are replacing natural products. Water and other sources of power have been harnessed to replace human energy. Methods of conserving foods have made marked changes in the work of many homes. Atomic energy research has opened a new area, many of the results of which are still unimagined.

All persons face innumerable situations of everyday living where effective action depends on understanding natural phenomena. Growing a garden, caring for a pet, deciding what kind of clothing is best for a warm day, using electricity, running a motor, protecting metals from rust, removing stains, cooking, are but a few. Many of these simple, day-by-day activities are done less effectively than they otherwise would be because individuals do not have functional knowledge of natural phenomena. But this area has even more far-reaching implications. Beyond the immediate activities of the present are many situations with fundamental implications for human welfare which have better understanding of natural phenomena as their base. Is it possible to expect certain nations ever to produce enough food to meet the needs of their own population group? Should there be any concern about the rapidity with which certain natural resources are being used? Is it necessary to safeguard trade relations with countries producing certain essential raw materials or can we rely on synthetic products? Can atomic energy research be safely shared? The implications of these problems go beyond local and national boundaries to world relationships. They are questions which involve not only fundamental social and economic concepts but sound judgments dependent partly on an understanding of natural phenomena. Where progress in scientific research is as rapid as it is today no absolute answers can be given. Nor can lay persons be expected to grasp fully the complex concepts developed over the years by experts. Nevertheless, it is important that children and youth come to know the processes through which change comes about, that they gain some understanding of present knowledge in relation to the issues they now

face, and that they learn how to keep abreast of new developments.

The situations in this chart are closely related to those calling for ability to deal with technological resources. Technological change has as its base increasingly effective control of natural phenomena. No attempt has been made to repeat the problems which bear upon both areas. Rather, the situations as they relate to the development of technological resources through effective control of natural phenomena have been identified in this first chart. The chart which follows supplements this with the situations calling for effective use of these resources.

Many of the persistent situations in this area will be met in daily living in combination with the persistent life situations occurring as the individual meets health needs, since the actual problem faced usually involves both knowledge of human needs and knowledge of the natural phenomena that must be used to meet those needs. The person who knows what kind of diet he wishes to secure must also know enough about the chemistry of foods to be sure he is getting it. The citizen who feels it is important to safeguard the world from disease must know enough about how germs are carried to foresee some of the major steps that may be involved. Those using these charts need also to recognize that, in order to make the chart on aesthetic appreciation and expression complete, the persistent life situation of finding beauty in the natural environment is listed there. As the learner becomes better acquainted with natural phenomena he should also grow in appreciation of their beauties. Many of the daily life situations in this section, then, also can contribute to growth in relation to aesthetic appreciation.

For many learners the problems faced will be in the two general areas indicated at the beginning of this section—learning how to use natural phenomena to meet daily problems effectively and gaining the understanding necessary to make judgments in situations calling for local or national policy which have at their base control of natural phenomena. For some, with special avocational interests in this field, much more extended knowledge may be needed. Others, whose vocational choices take them into industrial research, engineering, agriculture, home economics, nursing, and the like, will need even more opportunities to explore problems thoroughly under guidance.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO DEAL WITH NATURAL PHENOMENA

EARLY CHILDHOOD

LATER CHILDHOOD

A. Dealing with Physical Phenomena

A. Dealing with Physical Phenomena

ADJUSTING TO ATMOS- PHERIC CONDITIONS

Understanding
Weather
Conditions

Finding how changes in weather affect one's activities (Reading a thermometer; finding how to protect hands when playing in snow; finding what snow, rain, hail, sleet, clouds are like; helping decide whether it is likely to rain; asking how parents or others tell that it may rain or be clear later in the day; finding what clothing is appropriate to a variety of weather conditions; inquiring about frost or steam on the window pane; keeping simple weather charts . . .)

Adjusting to
Conditions
of Air,
Moisture,
Sunlight

Noting effects of different atmospheric conditions (Helping ventilate rooms; providing adequate ventilation for a pet to be taken on a train; finding why strong winds make it hard to walk; asking where winds come from; asking how birds, airplanes can stay up in the air; finding when it is necessary to protect oneself from sunburn . . .)

Developing bases for judging and adjusting to weather conditions (Reading thermometer, barometer; finding how to interpret reports from weather bureau; testing superstitions about the weather; finding what causes thunder, lightning, hail, rain, snow; inquiring about the causes of reported hurricanes, cyclones; finding why mountains have snow on them in summer, why sheltered parts of garden do not freeze; helping cover plants in garden before a freeze; helping parents prepare for winter weather; asking about differences in climate reported in articles about other countries . . .)

Finding out about phenomena associated with the atmosphere and reasons for common adjustments (Finding how to avoid drafts in ventilating a room; finding why humidifiers are used at home, in school; using basic principles in flying a kite, flying toy airplanes; discussing how fresh air is supplied to submarines, deep-sea divers; discovering why protections against sunburn are more necessary when near water . . .)

YOUTH

A. Dealing with Physical Phenomena

Understanding climatic and weather conditions and making appropriate adjustments (Understanding the principles in operation in barometers, other instruments to predict weather; reading weather maps; discussing the reasons for regular occurrences of hurricanes, cyclones, floods in specific parts of the country; discussing the adequacy of community provisions against these disasters; helping parents decide on the kind of crops, plants, trees, which will thrive in the prevailing climate; finding how houses are built to take account of different weather conditions; discussing reports of the effects of drouth, excessive rains on the nation's food supply; discussing the possible effect of prevailing weather conditions on the location and use of international air lines . . .)

Using basic principles governing needed adjustments to atmospheric conditions (Ventilating home, schoolroom; discussing the issues involved in proposed measures to assure smoke control in industrial cities; discussing new discoveries which prolong the time man can stay in rare atmospheres, under water; finding how air conditioning can control heat and humidity; finding why dry warm climates are recommended for certain illnesses . . .)

ADULTHOOD

A. Dealing with Physical Phenomena

Making effective adjustment to weather and climatic conditions (Using appropriate instruments to predict the weather—the thermometer, barometer, weather bureau; deciding on appropriate clothing for self, children; deciding whether prevailing conditions make hail, wind, flood insurance or special protections desirable; adjusting style of house to prevailing climatic conditions; adjusting kind of crop and garden to length and nature of season; deciding where and when to take vacations; considering the possible effect on price and availability of raw materials of unusual weather conditions in this or other countries . . .)

Making effective adjustments to atmospheric conditions (Deciding how best to ventilate a house, office; deciding when a humidifier is needed; considering whether to install air conditioning; taking action to control smoke in industrial cities; finding what adjustments to make in moving to different altitudes; taking action on measures to rid the atmosphere of pollen; adjusting activities in hot humid weather; helping children avoid sunburn . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**USING THE
EARTH'S
SURFACE
AND
CONTENTS**

Dealing
with
Topographic
Features

Becoming acquainted with surface features in the local environment (Exploring local parks, lakes, with parents and others; finding the names of local lakes, rivers, other vacation spots; asking where China, England, other countries mentioned by adults, in books, are located; asking where father, others, went to visit relatives in other parts of the country; asking about mountains, other natural features seen in pictures; finding how currents carry objects downstream; asking why dams have been placed in local rivers . . .)

Extending acquaintance with the earth's surface and its effect upon life (Exploring local streams, lakes, hills; finding out about the features of other parts of the country mentioned in books, pictures; finding why certain parts of the country have mountains, others are flat; finding how to locate places on a map, a globe; finding how one would reach other parts of this country or countries in other parts of the world; tracing trade routes mentioned as important to other nations; finding why canals have been built on strategic routes; finding the causes of earthquakes, the nature of volcanoes; finding how oceans, large rivers come to be . . .)

Conserving
and Using
Natural
Resources

Identifying the common uses of natural resources with which he has contact (Asking what is done in mines, with oil wells, if they are in his community; asking the names of precious stones with which he has contact; becoming acquainted with common minerals used in household appliances; finding uses of oil, coal, wood in the home or school; asking why father fertilizes garden, gets special top soil . . .)

Extending knowledge of the nature and value of national and world resources (Discussing local plans for preventing soil erosion; finding what fertilization adds to soil; finding how mining is carried on; finding how oil is secured and refined; asking why certain minerals are reported as being very rare; asking about uses of special minerals reported in the news; investigating articles and reports about the resources of other countries; discussing reports of trade agreements with other countries for the exchange of raw materials; helping with plans for reforestation in his locality . . .)

YOUTH

ADULTHOOD

Increasing in ability to apply knowledge of topographical features to human problems (Finding how national surface features affect transportation, location of industries; discussing the reasons for the location and difference in size of various mountain ranges; becoming acquainted with the nation's sources of natural beauty; discussing reported international agreements regarding the location of airlines; discussing the issues involved in other nations' demands for seaports, for island bases, for trade routes; discussing proposals to redeem sections of land by irrigation; discussing the issues involved in establishing power projects on large rivers . . .)

Making effective use of knowledge of the earth's surface to solve human problems (Deciding which route to take when traveling; reading a road map; deciding what places of natural beauty to visit on a vacation trip; deciding where to locate a summer cottage; helping decide where to locate a community airport; voting on proposals to establish power projects; deciding what flood protections are needed in given localities; considering the demands of nations for island bases; considering other nations' demands for seaports; discussing the justice of nations' demands for national boundaries which provide natural defenses . . .)

Developing understanding of the issues involved in national and world use of natural resources (Discussing the special kinds of fertilization recommended for local soils; studying the relationship between temperature, rainfall, and loss of soil fertility; helping community workers, parents take action to prevent erosion; helping with plans for crop rotation; discussing the implications of discoveries of new uses of natural resources; considering the issues involved in proposals to conserve natural resources; discussing proposed trade agreements guaranteeing a supply of needed raw materials from other countries; considering the issues involved in other nations' demands for sources of oil, minerals; cooperating in local plans of conservation . . .)

Taking action to secure appropriate use of natural resources for the good of all (Deciding what crop rotation will keep local soils rich; working with others to prevent erosion; acting to secure needed crop rotation or fertilization for the local district; taking action to preserve places of natural beauty; taking action on proposals to conserve national supplies of oil, coal, lumber, other raw materials; considering the demands of other nations for sources of oil, minerals; discussing proposed international trade agreements to secure exchange of raw materials . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

ADJUSTING
TO FACTORS
CONDITIONED
BY THE
STRUCTURE
OF THE
UNIVERSE

Dealing with
Factors Condi-
tioned by
Relative Motion
in Solar
System

Exploring the
Nature of
the Universe

Identifying changes in time and season (Asking why it gets dark early in winter; asking what causes night; asking why he must wear something as protection from sunburn; asking why his shadow differs at different times of the day; identifying the characteristics of the seasons in his locality; asking about reported differences in seasons in other parts of the country; finding why the sun is hotter in some seasons than in others . . .)

Becoming acquainted with the heavenly bodies (Asking simple questions about the stars; asking what the sun, moon are made of; asking why the positions of the sun and moon change in the sky; asking why the appearance of the moon changes . . .)

Finding simple explanations of time and season (Finding why there are differences in time in broadcasts from other parts of the earth; finding what it means to go on daylight saving time; discussing reports of differences of dress and customs in different zones of the earth; finding why different parts of the country have different growing seasons; understanding parent or press comments on equinox, longest day in year; finding what causes sunburn; discussing the reasons for differences in climate in countries located on different parts of the earth's surface . . .)

Finding simple explanations of the heavenly bodies (Finding why the positions of the sun, moon, and stars change; finding simple explanations of the nature of the solar system; discussing the nature of comets, eclipses, other phenomena which he sees or about which he reads; identifying the Big Dipper, the Milky Way, the major stars; reading about new planets that are discovered; locating information about the nature of the planets—what they are made of, what life is thought to be on them; discussing what he has read about the origin of the earth . . .)

YOUTH

ADULTHOOD

Understanding and making needed adjustments to factors conditioned by the relative motion of bodies in the solar system (Discussing the purposes of daylight saving time; finding how to calculate time changes in this and other countries; choosing clothing appropriate for winter weather, warm summer months; discussing the principles underlying proposals to utilize the sun for heating; discussing scientific reports about the nature of ultra-violet, infra-red rays and their effect upon people; discussing the effects of differences in length of season on products of different parts of the country . . .)

Making more detailed exploration of facts and hypotheses regarding the structure of the universe (Investigating the soundness of popular articles about the planets, of predictions that man will be able to travel to other planets; testing common superstitions about the heavenly bodies; following reports of the discovery of new planets, further information on the nature of stars and planets; considering the implications of current theories about the nature and origin of the universe . . .)

Making effective adjustments to factors conditioned by the relative motion of bodies in the solar system (Checking equivalent time of broadcasts from other countries; choosing crops, garden produce to ripen within given length of season; deciding what clothing to take if traveling far north, south; considering proposals for orientation of houses to utilize the sun's heat; providing needed protection from sunburn for self and children; understanding and cooperating with physician's recommendation of treatment by ultra-violet, other rays . . .)

Continuing to explore new facts and hypotheses regarding the structure of the universe (Answering children's questions regarding the solar system; reading popular articles on the nature of the sun, earth, stars; considering the implications of new theories regarding the nature of the universe; identifying the ways in which change in knowledge about the universe has influenced our ways of thinking . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

B. Dealing with Plant, Animal,
and Insect LifeB. Dealing with Plant, Animal,
and Insect LifePRODUCING
AND USING
ANIMAL
LIFE

Producing,
Caring for, and
Controlling
Animal Life

Becoming acquainted with animal life and helping care for pets (Taking care of pets; helping feed the animals on the farm; finding the names of common birds; watching birds build nests; finding kinds of homes of different animals; asking about the habits of common birds and animals; asking about pictures, stories showing animals doing special work for man; watching tadpoles grow; finding how a snake travels; asking about squirrels, other animals in the immediate environment; finding the names of animals in the zoo . . .)

Using common methods of controlling and caring for animal life (Taking complete charge of pets; helping care for animals on the farm; putting up bird feeding stations; finding why game laws prevent shooting or fishing at certain times of the year; investigating the habits of the wild animals of a given district; finding out about the habits and uses of animals from other countries seen in zoo or read about in books; finding which reptiles are harmful; fishing in local streams or lakes . . .)

Using
Animal Life
for Human
Welfare

Becoming acquainted with common uses of animal products (Helping gather eggs; finding where eggs, milk come from; learning to drink milk, eat eggs, cheese; asking about furs worn by his mother, other adults; asking how leather is made; identifying different kinds of meat . . .)

Exploring a variety of uses of animal products (Finding how milk is pasteurized, why mother buys grade A milk; asking why mother insists on his drinking milk, eating eggs, meat; visiting the local dairy; finding how leather is made; finding how wool, rabbit hair are used to produce the clothing he wears . . .)

PRODUCING
AND USING
INSECT LIFE

Controlling
and Using
Insect Life

Becoming acquainted with common insects (Finding the names of common insects; watching a butterfly emerge from its cocoon; helping keep doors shut, taking other measures to control flies; learning not to touch powders put out for insect control; finding why mother kills clothes moths, why she puts woolens away in moth crystals; watching ants, bees at work, asking where honey comes from . . .)

Using common methods of controlling and caring for insect life (Finding how communities control flies, mosquitoes; finding out the habits of ants, bees, other insects; finding why communities try to control Japanese beetles, grasshoppers, other local pests; helping care for a hive of bees; learning to tell common, harmless insects from those which are harmful . . .)

YOUTH

ADULTHOOD

B. Dealing with Plant, Animal, and Insect Life

Increasing in ability to secure effective production, control, and care of animal life (Raising or caring for his own animals on the farm; breeding special varieties of birds or animals; deciding whether to have a dog vaccinated against distemper; discussing new developments in the production of livestock for specific purposes; taking part in projects to increase and conserve wild life; finding the reasons for existing game laws; finding which wild birds should be destroyed as pests, which preserved; finding how to use first aid when bitten by poisonous reptiles . . .)

Understanding factors involved in effective use of animal products for human welfare (Finding how to order meats; finding how to prepare animal products for meals; helping preserve meats on farm; exploring reports of underwater resources in oysters, fish, seal; discussing new developments in the use of animal life for synthetic products; finding how woolen goods are produced; considering the reasons for government inspection of meat, herds; considering the problems involved in securing a greater supply of special products to meet changed needs . . .)

Increasing in ability to secure effective control and use of insect life (Finding which insects in any given community are the ones to be destroyed, which protected—discussing the implications of destroying natural balance by destroying one kind of insect, discussing the values of insects in cross-fertilization of plants; cooperating in drives to control flies, mosquitoes; discussing measures to control the transferring of insect pests from other countries . . .)

B. Dealing with Plant, Animal, and Insect Life

Using effective means of producing, controlling, and caring for animal life (Deciding on kind of pet for children; answering children's questions about animals, birds, reptiles; deciding what protection from reptiles is needed in a given section of the country; keeping informed of new methods of controlling contagious diseases among livestock; deciding what breed of stock will best serve specific purposes on the farm; deciding whether to join cooperative ventures to assure pure-bred stock; experimenting with methods of increasing the production of eggs, of speeding the growth of animals; taking action on proposals to conserve and increase wild life . . .)

Using animal products appropriately for human welfare (Deciding what cuts of meat or fish to serve; deciding how to prepare animal products to conserve nutritional qualities; deciding how to preserve meats on a farm; following new developments in the use of animal life to produce synthetic products; considering the adequacy of regulations regarding the inspection of meat, herds; considering proposals to shift the focus of production to meet changed needs . . .)

Using effective means of controlling, using, and producing insect life (Protecting clothing against moths; taking action on proposals to control insect pests, to control the transferring of insect pests from other states, countries; knowing which insects to destroy as garden pests; finding which methods of control are most effective; cooperating in community plans to eliminate breeding places; raising bees for home or commercial purposes . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**PRODUCING
AND USING
PLANT LIFE**

Producing,
Protecting, and
Controlling
Plant Life

Becoming acquainted with common plants and their care (Helping parents plant garden; helping water house plants, garden; asking why father takes up bulbs in fall, covers special plants for winter; asking what fertilizer is for; asking why parents tell him not to touch poisonous plants; asking why father digs up dandelions, weeds; finding how to pick flowers without destroying buds, roots; finding names of common plants and trees; asking about mold or mildew seen on food or clothing; finding why things molded . . .)

Using
Plant Life
for Human
Welfare

Becoming acquainted with common uses of plant life (Finding the names of flowers and vegetables used in the home; finding which berries to eat and which not to touch; finding how different garden products taste; finding why parents insist on his eating vegetables and fruits; watching mother preserve fruits and vegetables . . .)

Using common methods of producing and controlling plant life (Finding why father puts different plants in different places in the garden; planting and caring for a garden; discussing why different parts of the country grow different crops; finding why oranges, other fruit trees are grown only in special parts of the country; finding the reasons for any special methods used by farmers of his acquaintance; examining fruits, grains at state experimental farms; helping plant trees; finding how to tell poisonous plants; finding how to keep things from molding, mildewing—care of bathing suit, food . . .)

Exploring a variety of uses of plant life (Helping cook vegetables, prepare fruits; finding what uses are made of local crops; discussing the meaning of parental comments about crop failures; discussing a reported famine in another country, how food can be sent: asking about plywood, other types of wood; investigating reports of new materials, other products coming from plants—cloths, plastics, oils, paper; finding why yeast makes bread rise; asking about differences in breads and breakfast foods used in his home . . .)

**CONTROL-
LING AND
USING
BACTERIA**

Providing
Immunity to
and the
Positive
Use of
Bacteria

Becoming acquainted with home and community measures to control bacteria (Asking why dishes are sterilized when a person is ill; finding why he is not allowed to drink from local streams; asking why he cannot play with a child who has a cold, one who is quarantined; finding why food is covered, why flies are killed, why refuse is wrapped or covered; finding why a disinfectant is put on a cut or scratch . . .)

Using common measures to control bacteria (Finding how a community purifies its water supply; locating a pure water supply when camping; finding the purpose served by boiling water when not sure of its purity; finding what turns milk sour, why milk is pasteurized; finding why he is inoculated or vaccinated; finding how and when disinfectants are used at school or in his home; learning how to care for a cut or other injury . . .)

YOUTH

ADULTHOOD

Increasing in ability to secure effective production and control of plant life (Helping decide on appropriate crops, garden products; helping make plans to irrigate, fertilize, take other needed steps to assure a good yield; discussing reports of new plants appropriate for the particular locality; helping plant an experimental plot on the farm; discussing agricultural experimentation needed in a given district; finding what methods are appropriate to save a variety of seeds, bulbs from family garden; discussing the issues involved in achieving adequate protection for national forests; finding what protections for wild flowers exist; cooperating in weed control in farming districts . . .)

Understanding factors involved in effective use of plant life for human welfare (Finding what nutritional values are provided by various vegetables; arranging flowers; discussing how plant life is used for synthetic products; finding how local industries make use of plant life; discussing the issues involved in maintaining adequate national and world sources of food; discussing the importance of proposed trade agreements guaranteeing supplies of timber, coffee, others; investigating the uses of mold in producing new drugs . . .)

Increasing in understanding of the factors involved in the control of bacteria (Discussing proposed measures to assure an adequate water supply for the community; considering the purpose of local regulations safeguarding the purity of the water supply; finding how vaccination helps provide immunity; following popular reports of medical research on germ control; using disinfectants appropriately; discussing the principles upon which foods are kept from souring, fermenting . . .)

Using effective means of producing, protecting, and controlling plant life (Deciding what kinds of crops can be produced on given types of soil; deciding when and how to use fertilizer; planning necessary irrigation; deciding when to plant crops, set out gardens; setting up needed protections against frost, winds; experimenting with cross-fertilization; deciding whether to run an experimental plot on a farm; helping establish state laboratories and experimental stations; assisting in reforestation projects; considering the adequacy of existing protection against forest fires; considering the adequacy of existing protection for wild plants . . .)

Using plant life for good of self and others (Deciding what vegetables and flowers to plant in garden; trying out methods of using soybeans, other plants; trying new ways of preparing fruits and vegetables; adjusting crops in terms of market demands; considering proposals to shift the focus of production to meet change in needs; following new developments in the use of plant life for the production of synthetic materials; testing the quality of synthetic materials; considering the obligation of this country to contribute to world market needs; discussing trade agreements which assure supplies of foods and materials . . .)

Using effective means of controlling bacteria in home and community (Acting on proposals to locate a city reservoir; securing a pure supply of drinking water; deciding when and against what diseases to have children inoculated; using appropriate precautions in caring for and preparing foods, in general household sanitation, in appraising community health safeguards; using proper safeguards in caring for cuts, burns, other injuries; deciding how much state support should go to medical research . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

C. Using Physical and Chemical Forces

PRODUCING NEW FORMS THROUGH CHEMICAL AND PHYSICAL CHANGE

Using
Physical
and
Chemical
Change

Finding how materials change in form (Finding how to get suds for soap bubbles; asking why paints get dry; asking about the steam from a teakettle; finding how sugar, salt melt in water; watching snow or ice melt; helping make ice cream; watching paper or wood turn to ash, melting of candles; finding the cause of rust on toys left out of doors; learning to avoid handles of pans, spoons, and other objects which have been in contact with a hot stove . . .)

CONSERVING MATERIALS

Adjusting
Use of
Materials
to Their
Properties

Finding how to use different kinds of materials (Finding which dolls are likely to break; finding how to carry and use dishes without breaking them; finding why nails, screws, saws are made of metal; finding which kinds of paper, cloth will cut or tear easily; finding why paper tears when wet; finding which toys can be washed, which clothing safely worn in the rain . . .)

Preserving Materials

Helping care for his possessions (Finding how to hang up own clothing; finding what to do with damp clothing, wet shoes; helping care for books which have been out in the rain; asking why mother protects table from hot dishes; asking why certain foods are kept in icebox; protecting clothing and table when using paints or clay; protecting toys from the weather . . .)

C. Using Physical and Chemical Forces

Acting upon simple understandings of physical and chemical causes of change (Finding what happens when mother combines various ingredients in cooking; finding what an indelible pencil is made of; finding why pop fizzes when the top comes off the bottle; finding how to build a fire that will burn well; finding why care must be taken in using gasoline; finding out about cloth made from glass, other synthetic materials; asking about plastic materials that he uses; finding how kodak pictures are made; finding why a rope may burn if not held correctly when sliding . . .)

Applying basic understanding of the properties of materials in their use (Choosing clothing suitable for rough play; finding how raincoats are treated to repel moisture; finding what makes materials shrink, how to test whether materials will shrink, what colors will run; deciding what kind of wood to use in making a toy boat; finding the qualities of the various materials used in construction; finding which kitchen utensils can be used over heat; finding what care must be taken in heating or cooling china or glass . . .)

Discovering and using general understandings about the preservation of materials (Caring for a tennis racket, violin; finding why woodwork and furniture in home are kept painted, waxed, varnished; helping store garden tools; understanding why iron fences, equipment are painted; finding why certain materials are protected from sunlight; caring for wet shoes, clothing; helping put food away; becoming acquainted with materials that stain, helping remove stains . . .)

YOUTH

ADULTHOOD

C. Using Physical and Chemical Forces

Extending understanding of and ability to use chemical and physical principles to produce desired changes (Knowing what results to expect in cooking when using baking powder, applying heat, mixing a variety of products; knowing what to do when acid is spilt on clothes; finding what factors must be considered in removing ink, iodine, other such stains; following reports of the work of research chemists in experimenting with the production of new materials; investigating the variety of by-products resulting from the preparation of a given substance; developing films; finding reasons for recommended methods of caring for burns, poisoning . . .)

Extending ability to adjust the care and use of materials to their properties (Finding how to pour hot liquids into china, glass; testing materials for shrinkage, colorfastness; discussing reported discoveries which have made wood and glass stronger, have removed disadvantages from other materials; discussing local or national laws regarding the quality of materials to be put into airplanes, other equipment where public safety is involved . . .)

Understanding and using principles underlying various conservation techniques (Finding what purpose is served by waxes, paints applied to wood; helping close up a camp site; finding how to wash sweaters, other personal property; finding how to treat various stains; knowing how to remove various kinds of spots; taking care of leather goods; discussing the uses of refrigeration in storing and shipping foods; helping can foods; finding how to prevent rust on household equipment and farm machinery . . .)

C. Using Physical and Chemical Forces

Applying chemical and physical principles appropriately in producing change (Combining substances effectively in cooking; using heat properly in cooking; selecting soaps and cleaning fluids with regard for their effect upon materials; removing inks, iodine, other stains; discussing the industrial implications of new alloys, of plastics and synthetic materials; considering the effect on international trade of the production of synthetic materials; interpreting medical advice—meaning of metabolism reports, purpose of special diets, methods of caring for burns, antidotes to poisons . . .)

Adjusting choice, care, and use of materials appropriately to their properties (Helping children select playthings of appropriate durability; determining whether materials are colorfast, non-shrinkable; deciding on the quality of materials to be used in building a house—deciding whether to use rust-resistant pipes, what kind of insulation to use; appraising building codes with respect to their restrictions on building materials; taking action on measures to assure the use of adequate quality of materials in machines and equipment where public safety is involved . . .)

Using appropriate methods of preserving materials (Deciding what kind of wax or paint to apply to furniture, woodwork, a frame house, a car; preventing metals from rusting; caring for tools and farm machinery; removing stains; washing a variety of materials; deciding what kinds of polish to apply to leathers; deciding when furniture, materials should be protected from sunshine; protecting clothing against moths; knowing when to keep foods cool, dry, airtight; canning garden produce, meats; testing methods of dehydrating and freezing foods . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**USING
PHYSICAL
FORCES**

Adjusting
to Physical
Forces



Identifying the effects of physical forces on his activities (Playing in water, learning to keep afloat, to swim; asking why his boat floats; identifying other materials that float; noticing that some soaps float, others do not; asking about balloons that float, why airplanes stay up in the air . . .)

Using simple understandings of the principles underlying physical forces (Improving controls in swimming; building a raft or boat; investigating the general principles on which aircraft operate; finding how a siphon operates; finding how a fountain pen works, how to prime a pump; finding how high and how fast airplanes can go; asking why cream comes to the top of the bottle, why ice floats; finding how to throw a ball accurately; asking why people don't fall off on the other side of the earth; learning to ski, skate . . .)

Using
Sources of
Energy

Becoming acquainted with common sources of energy (Turning electric lights on or off; playing with toy electric trains; playing with magnets; finding which materials magnets will attract; flying a kite; floating boats in a current; finding how the wind affects a toy sailboat; asking questions about running the family automobile . . .)

Applying general principles underlying the use of energy in daily activities (Finding how winds keep his kite aloft; finding what purposes can be served by magnets; finding how electrical household equipment operates—vacuum cleaner, washing machine, door bell, iron; investigating various types of engines—watching the steam shovel, a car being repaired, locomotives; asking about local power projects; asking how explosives are used in dynamiting tree stumps, firing guns, blasting rock . . .)

Using and
Adjusting
to Light
and Sound

Responding to changes in light and sound in his environment (Testing the sound of various musical instruments; finding different sounds that can be produced by various objects—glasses filled with water, bowls, metal pipes; asking about echoes; learning how to whistle; asking what causes a rainbow; investigating shadows and sunbeams . . .)

Finding how to use light and sound for his purposes (Finding how to make a whistle; making musical instruments, tuning them; finding how recordings are made, how the telephone transmits sound, how the radio operates; finding how to mix paints to get desired colors; reflecting sunlight with mirrors, finding how a simple camera works; finding how to adjust light to the kind of work being done; finding what it means to say an airplane can travel faster than sound . . .)

YOUTH

ADULTHOOD

Extending understanding and ability to apply principles underlying physical forces (Finding how to adjust to tides, waves, undertow, currents when swimming; learning to load a boat; securing technical information about flying an airplane; throwing a ball, a discus; discussing the possibility of rocket ships going to other planets; investigating the principles operating in a vacuum cleaner, or other devices in common use that depend on air pressure . . .)

Adjusting effectively to physical forces in situations of daily living (Teaching children to swim, handle boats; loading a boat; aiming a gun accurately; planning an irrigation system for farm or garden; following developments in lighter-than-air transportation; fixing a vacuum cleaner; installing pumps for a private water system . . .)

Extending ability to use sources of energy effectively in a variety of situations (Repairing simple electrical appliances; constructing a radio; experimenting with the amount of heat produced by gas, wood, electricity; discussing the advantages of electrification of rural districts; discussing the significance of national power projects; discussing the principles upon which jet propulsion operates; using propellers and windmills as sources of power; discussing current references to atomic energy . . .)

Using sources of energy effectively to supplement human power (Deciding what sources of heat to use for cooking, heating house; deciding how much electrical equipment to use; repairing an engine; using windmills, propellers as sources of energy; considering proposals for rural electrification; taking action on power projects; establishing a private power plant in a camp or on a farm; discussing needed controls of atomic energy for human welfare . . .)

Extending ability to apply basic understandings governing effective use of light and sound (Applying the knowledge of speech mechanisms to his voice control; investigating new methods of recording; finding what is involved in soundproofing, providing for good acoustics in an auditorium; controlling voice in an auditorium; investigating the principles involved in television, radio, motion pictures; adjusting lens and light of camera or projector; using a microscope; investigating the causes of various visual defects, how glasses help to correct them . . .)

Making effective use of the principles of light and sound in everyday living (Interpreting medical reports on hearing or visual difficulties of self and children; securing adequate lighting in the home; helping plan for effective acoustics and soundproofing of office or public building; taking color films, using a variety of lenses and filters in camera; operating a recording machine; deciding what kind of radio to buy . . .)

Some Typical Situations Calling for Growth in Ability to Deal with Technological Resources

The industrial age into which the world is rapidly moving was identified as a basic characteristic of our present society. As indicated in Chapter II, the changes which it has brought about have colored every other aspect of human living.

This section contains only those persistent life situations related to two areas: the problems of using technological resources in the practical situations of daily life and the problems of contributing to technological advance. The preceding chart, it will be remembered, contains those situations which have to do with the development of technological resources through increasingly effective control over natural phenomena. And the chart which follows, having to do with economic, social, and political structures and forces, reflects, both in the persistent situations and in the everyday experiences, the effect of the industrial age upon the ways in which people must learn to live and work together.

Several closely related situations, included in each chart, show the difference in emphasis. The problems of making effective use of instruments of communication and transportation, insofar as they are concerned with such questions as choice of instruments and how to manipulate them, are in this chart. Transportation as it affects the problems of trade relationships appears again in part in the problem of securing effective distribution of goods. Communication as a question of how to use and control such social structures as the press, the radio, and others in disseminating information is listed as part of the whole area of molding public opinion, and as a technique of group participation it appears also in the earlier section on social relationships as a part of keeping group members informed. Using the tools of the trade in the chart under consideration ties very closely with the economic problems of providing good working conditions. Again, the deciding factors as to which experiences would be appropriate for a given group of learners are the nature of the problem they face and the area in which understanding is lacking.

In relation to a great many of the persistent problems in preceding sections there have been one or more immediate situations call-

ing for decisions as to how the problem can be solved in such a way as to benefit the people of all the world. The questions of securing adequate food, clothing, and housing for all, of extending medical care, of increasing means of disease control are typical. These are re-emphasized in this chart under the heading of using technological resources for social good. Here, brought together, are a small number of the typical problems faced as people try to bring human values into proper relationship with material resources. The close relationship of this problem to the entire series of situations calling for moral choice and responsibility is obvious. Higher standards of living for all have never seemed more certain or possible, but many problems will have to be faced before the promise is achieved. What constitutes adequate financing and encouragement of medical research, research in education or the social sciences? How far should technological advance be accompanied by wage adjustments which will bring new materials within the reach of all? What is the responsibility of one nation toward the welfare of peoples beyond its own boundaries? How can the benefits of atomic energy research be provided for all while the possibilities of its misuse are prevented? These are not simple problems. Children and youth cannot solve them. Even the accumulated wisdom of adults has not met the need. Yet our young people can be helped to become aware of the problems, of the factors which make solutions difficult, of the need for continued study. Today's youth will have a very real contribution to make to the way in which these problems are met.

There is great need for children and youth to come to know the industrial world in which they live. Even on farms they are as close to the tractor and the combine as they are to horses and cattle. In cities and towns they are near factories, cars, radios, power plants, and the like. Through the daily papers they become acquainted with inventions which promise to make radical change in their lives. Many will enter vocations where use of technological resources is a basic skill, all will have to use these resources in their own daily living, and all will have to share in decisions as to how these resources can best be used in the service of mankind. Children and youth need early to be helped to begin to make discoveries and draw conclusions as to both the potentialities for abundant living which have been made possible and the responsibilities they entail.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO DEAL WITH TECHNOLOGICAL RESOURCES

EARLY CHILDHOOD

LATER CHILDHOOD

A. Using Technological Resources

USING TOOLS, MACHINES, AND EQUIPMENT

Using Common Tools

Finding how to use a few common tools with safety (Finding the names of common tools; learning how to use hammer, saw, scissors with safety; using a pencil; experimenting with a mechanical pencil; sewing; building toys; cutting out pictures; raking leaves; learning to use other garden tools; finding how to care for the tools he uses . . .)

Using the Tools of a Trade

Finding that different workmen use a variety of tools (Watching the plumber at work; asking what the dentist or doctor is using; finding what tools his father uses at work; finding the purpose of the machines used on the farms; watching a construction gang at work; watching the building of a house in the neighborhood; watching a street being re-surfaced; visiting a fire house and examining the special equipment; examining the equipment in the school cafeteria . . .)

A. Using Technological Resources

Finding how to use the tools necessary to complete successfully desired repairs and construction (Using appropriate instruments to measure angles correctly in building a birdhouse, a bookcase; deciding what size nail or screw is needed for a particular job; finding how to use a screw driver; using a hammer as a lever to remove nails in repairing furniture; using pliers and wrenches in repairing a bicycle; doing simple repairs around house; repairing toys for younger children; using common garden tools; mowing the lawn; becoming more skilled in using sewing equipment . . .)

Finding how a variety of tools help a workman or professional person on his job (Finding the purposes of the major implements used by his dentist, doctor, school nurse; finding what machines are used in local factories; finding how a garageman repairs a car; asking about the machines used by the farmers in the neighborhood; helping try out a new machine on the farm; asking about the machines used by building and construction gangs at work in his community—road scraper, steam shovel, steam roller, pneumatic drill, acetylene torch . . .)

YOUTH

A. Using Technological Resources

Using correctly the tools appropriate to the job to be done (Making emergency repairs on automobile; sharing in making household repairs—fixing water faucets, putting up screens, mending furniture; making a garden; using knives, hatchets, other tools in camping; using an inclined plane to load a wagon; helping equip his workbench or tool chest; helping care for tools—sharpening tools, preventing rust, knowing when to oil . . .)

Understanding the general nature of the tools and machines used by various occupations (Learning how to use the tools and equipment needed for part-time jobs; exploring the skills needed for work in selected divisions of the local factory; finding what machines must be run by an efficient secretary; finding what equipment is used in a beauty salon; finding what is done by the workers on a factory assembly line; helping decide what new machines are needed on the farm; increasing in understanding of tools used by various professional groups—helping surveyors on a summer job, assisting in the local hospital, others; finding how the local newspaper is printed . . .)

ADULTHOOD

A. Using Technological Resources

Using common tools correctly in a variety of situations (Caring for tools; selecting adequate garden tools; stocking the tool kit of a car; equipping a tool chest for the home; making ordinary household repairs; making emergency repairs on car; rigging a pulley clothesline; using tools needed in simple carpentry jobs about the home or farm; carving, building, or rigging household fixtures as a hobby; adding new kinds of kitchen equipment . . .)

Using machines and tools of his trade efficiently (Developing skill in using the tools of one's field; securing needed equipment for effective work in a given field; finding how to secure information about new technological developments in a given field; testing new devices; finding how to tell when a tool is not working efficiently; securing or making necessary repairs; finding what is needed to keep tools in good condition; appraising the effectiveness of tools used by those employed to do a given job . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**USING
HOUSEHOLD
AND OFFICE
APPLIANCES**

Using
Equipment
to
Conserve
Human
Energy

Finding how to manipulate simple household appliances (Finding how to put lights on and off; finding how mother uses various kitchen appliances; using pencil sharpener; adjusting blinds; adjusting the radiator; using bathroom appliances; finding how to operate a drinking fountain; manipulating zippers, buttons, buckles, overshoe fasteners; finding what mother does with a vacuum cleaner, sewing machine . . .)

**USING
INSTRUMENTS OF
COMMUNICATION**

Using
Effective
Means of
Communicating
with
Individuals
or Groups

Becoming acquainted with the common instruments of communication (Finding how to talk over the telephone; finding how to call people by telephone; asking what a telegram is; watching the school mimeographing machine at work; trying to write with a typewriter; finding how to find favorite program on radio . . .)

**USING
MEANS OF
TRANSPORTATION**

Using
Effective
Means of
Transporting
People and
Materials

Exploring common means of transportation (Finding what safety measures are necessary in traveling by bus, trolley, car, boat; finding how to pay fare on bus, trolley; identifying the variety of trucks seen in his locality; finding what different kinds of stamps are for; finding what the express man does; asking about packages, letters which come by mail . . .)

Using a variety of common appliances (Setting up proper lighting arrangement in room; finding how to run a gas, electric, wood stove; using common kitchen gadgets—the can opener, knife sharpener, potato peeler; fixing taps; fixing blinds; finding how to fill and use fountain pens; helping run washing machine; finding how mother uses an electric mixer, pressure cooker; finding what purpose is served by the other appliances attached to household machines; helping run a mimeographing machine; learning to use a typewriter . . .)

Understanding the general nature of a variety of means of communication (Telephoning for a variety of purposes; finding how the telegraph works; setting up electric bells, amateur telegraph sets; sending Morse code messages on home-made set; finding how and when cables are sent; speaking over school amplifying system; managing the family radio; using a typewriter; helping run the school mimeographing machine; finding what kinds of material can be effectively mimeographed; using home printing press to produce a paper; hectographing materials . . .)

Understanding the general nature of a variety of means of transportation and using common ones with safety (Traveling alone by bus or trolley; finding how an engine runs, how a berth is made up on a train; riding a bicycle with safety; deciding which way to send a package; finding the various ways that mail can be sent; asking how locks are used to send a boat through a canal; inquiring about reported improvements in boats, trains, and airplanes; finding how various states and nations transport the produce that they export . . .)

YOUTH

Using and adjusting household appliances for convenience of self and others (Replacing fuses; mending electric cords; using kitchen equipment in preparing meals; discussing descriptions of forthcoming new inventions for home and industry; using the family vacuum cleaner, washing machine, sewing machine, refrigerator; using pressure cooker, an electric mixer; running a mimeographing machine; discussing the nature and purpose of a dictaphone; working with the filing system of school or part-time job; using a typewriter; finding how to appraise the quality of new equipment . . .)

Extending ability to select and use appropriate instruments of communication (Finding techniques appropriate to varied uses of the telephone in personal and business situations; running a telephone switchboard; deciding on appropriate kind of telegram; learning how to modulate voice over telephone, microphone; cutting stencils for mimeograph; running a mimeographing machine; taking part-time job with local newspaper; planning with printer for the publication of bulletin or yearbook; becoming acquainted with the means through which news reports reach the local paper; helping decide on the most effective means of publicizing a school campaign—local paper, local radio, mimeographed announcement, posters; helping make a motion picture . . .)

Extending ability to select and use appropriate means of transportation (Driving a car, tractor; using a motorboat; discussing the potential developments of the airplane as a means of transportation; deciding which method of transportation to use in traveling; discussing the relative advantages of different ways of shipping merchandise; discussing the implications of improved means of transportation on international trade relations, on the availability of goods for all people . . .)

ADULTHOOD

Selecting and using household or office machines appropriately as labor-saving devices (Deciding whether to purchase a vacuum cleaner, washing machine, refrigerator, sewing machine; using effectively the appliances which accompany household equipment; discussing new household appliances seen in advertisements; deciding on lighting system; deciding what system of ventilation will be most effective; deciding what equipment is needed in a kitchen, bathroom; deciding what kind of heating equipment to install in a house or office; setting up an office filing system; considering what tests to use in deciding which make of appliance to buy; finding how to repair equipment . . .)

Using effective means of communicating with individuals and groups (Deciding when to use long distance phone or telegraph; setting up an amplifying system; establishing an intercommunication system in office, school; helping plan a broadcast for a Community Chest campaign; recording own or other voices; deciding which kind of duplicating machine, mimeograph, rexograph, hectograph to use for a given job; deciding which make and style of typewriter to purchase; choosing type and format of material to be printed; deciding when to use local paper, radio, special announcement for desired advertising; considering the safeguards needed as new developments in communication make for increasing influence over man's thinking . . .)

Using effective means of transportation for persons and materials (Deciding whether to buy a car; deciding how to send packages, mail; deciding how to have furniture moved; choosing an appropriate method of travel—what kind of train accommodation, when to travel by airplane; considering proposals to lower travel, freight rates; considering national demands or needs for the development of trade routes in the light of new developments in transportation . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

B. Contributing to Technological Advance**ENCOURAGING TECHNOLOGICAL ADVANCE**

Supporting
Experimentation

Examining the new discoveries which come into his world (Trying out new mechanical toys; watching strange and different machines; asking about parents' comments on atom bombs, other inventions frequently mentioned; examining interesting articles found in the school . . .)

USING TECHNOLOGICAL RESOURCES FOR SOCIAL GOOD

Using
Resources
in Keeping
with
Social
Values

B. Contributing to Technological Advance

Becoming acquainted with widely known technological discoveries (Asking about new technological developments reported in the paper and the work that went into them; investigating the effects of new developments in cars, farm machinery, trains, other machines in his neighborhood; finding how new types of engines, airplanes are planned and tested; asking about new developments causing changes in local factories; experimenting with new equipment for his bicycle, new kinds of mechanical pencils, other gadgets . . .)

Finding how human needs are served by technological resources (Discussing the improvements in living conditions that might come about with prefabricated houses, through improved household equipment; discussing the possible uses of plastics; considering how machine production increases the quantity and quality of goods available for him and his family; finding how modern cranes, steam shovels are used to save man's energy . . .)

YOUTH

ADULTHOOD

B. Contributing to Technological Advance

Understanding general methods by which technological advance comes about (Discussing the reported work of a variety of research laboratories; discussing the nature of the work and kinds of specialization needed in various research areas; following the use of new developments in local enterprises; discussing the processes through which synthetic materials are developed; trying out new tools and methods of work in personal life . . .)

Understanding issues involved in assuring the use of existing technological resources for social good (Discussing the potentialities of new inventions reported in press or magazines; discussing possible means of making farmers financially able to purchase new equipment; discussing the issues involved in proposals to assure better working conditions in factories; discussing the issues involved in reassigning workmen when machines replace men; considering the effect of existing patent laws on the availability of new inventions; determining what issues are involved in the control of monopolies, trusts, cartels; discussing the issues involved in controlling inventions which are potentially destructive . . .)

B. Contributing to Technological Advance

Supporting experimentation which contributes to the development of technological resources (Deciding what technical publications to subscribe to in a given field; testing new developments in one's field of work; deciding whether to include research work in one's business; helping test the proposals of the research laboratory where one works; considering whether research in a given field is meeting public needs; considering how to encourage needed research; considering the effectiveness of proposed legislation to foster research . . .)

Taking action to assure the use of existing technological resources for social good (Taking action to make significant inventions available for general use; considering means of enabling farmers to purchase or share needed equipment; considering laws assuring adequate working conditions in factories; considering needed action to solve problems of dislocation of employment due to technological advance; considering the adequacy of funds spent on medical or social research as against those used for technological research; considering the adequacy of community provisions for increased leisure brought about by technological advance; taking action to provide needed controls over potentially destructive inventions . . .)

Some Typical Situations Calling for Growth in
Ability to Deal with Economic, Social, and
Political Structures and Forces

This final chart focuses attention upon the individual in relation to the structures through which our society maintains its existence and the forces which impinge upon it. These are aspects of his environment with which each person must deal in just as real a sense as he works with the natural phenomena and technological resources which surround him. These include the structures through which he carries on his vocation, assures that the work essential to the well-being of all is carried out, and secures the remuneration necessary to support himself and his family; the complex organization through which he secures the goods and services essential to his living and in turn assures that his goods and services and those of others are made freely available; the structures through which he helps to safeguard social welfare, be they the family group, the local organizations in the community, or certain of the services undertaken by state or national government; the means through which he influences public opinion or in turn has his own point of view modified, whether they are the structures of organized education or others; and the forms of local and national government through which he shares in making and enforcing the decisions which are essential if large numbers of people are to live effectively together.

The emphasis given in Chapter II to the importance of working toward solutions to social, economic, and political problems which will guarantee that people can work and live together in such a way as to make a maximum contribution to the well-being of all, serves to stress the great need for helping children and youth to develop understandings and sound ways of working in and through the structures of their society and to develop techniques for changing these structures when it is necessary. Never before have individuals and groups been in a position where their actions are potentially able to affect the lives and fortunes of so many. Failure of any part of our closely-knit economy to function affects the operation of every other part. The demands of any one group for special privileges have their influence upon the lives of those who are not its members. Failure of individuals to meet their responsibilities in

situations where a majority vote is needed can lead to decisions inimical to total welfare. The stability of the family group, one of the primary social units, is reflecting changing social pressures.

The interrelationships between the various parts of this chart are easily seen. The immediate situations faced in assuring that the work of the world will be done cannot be solved without also taking action in regard to such recurring problems as deciding what work to do, determining adequate work standards and providing good working conditions, assuring trade relations and securing effective distribution of goods, and a number of problems in the area of social welfare. The daily life experiences concerned with electing government representatives, securing effective government organization, and making and enforcing laws are closely tied to the problems of molding public opinion. Decisions as to the function of government in the various aspects of our society are demanded in relation to many of the problems identified under the first four parts of the chart—earning a living, securing goods and services, providing for social welfare, and molding public opinion. These situations have not been repeated in the section on government, which focuses more directly on the questions of electing representatives, securing effective government organization, making and enforcing laws, and providing financial support. Depending upon whether the concern of learners involves mainly understanding what kind of provision is needed to meet the problem, or how it is to be secured through the existing structures of government, the teacher will work mainly within other parts of the chart or spend more time on problems suggested by the section on government.

As other charts have been discussed, the interrelationships with this area have been pointed out. In many cases effective action in the situations given here also involves understandings derived from consideration of recurring problems of dealing with natural phenomena and technological resources. It is important that learners come to realize that social problems cannot be adequately solved without realistic study of the scientific and technological factors which are a part of them. Of special importance is the contribution which can be made to the development of adequate techniques of social participation as learners consider the functioning of social structures. Following up a problem which raises questions as to

how governments operate can at the same time contribute to insights which learners are developing through working in social groups. This section, which deals with the structures through which social groups work, focuses upon problems which supplement those of acquiring the techniques for working with other people through these structures. Health problems as they demand channels through which well-being can be assured, needs for aesthetic appreciation and expression as they call upon community cooperative efforts, also have as integral parts the recurring life situations of this area.

Children and youth develop understandings and competence in working in and through social, economic, and political structures as they are helped to deal with the situations in which they meet them. From birth children are building concepts of the nature and function of the family group. Very early they are spending their pennies in the neighborhood store, coming to know various community workers, learning traffic laws, having contacts with organized education, identifying the post office, fire house, and court house, playing in public parks. As children mature the situations they face demand both knowledge of more aspects of their society and deeper understanding of the ways in which they operate. By adolescence there should be both the maturity and the need to go deeply into some of the issues and underlying problems with which our nation and our world must come to grips. Throughout, the school community with its various groups, services, and workers serves as a valuable center for concrete experiences. The school which allows learners to share in its functioning—through a school paper, a school store, a materials bureau, through a student council or less highly organized committees for younger children—provides possibilities for many practical learnings regarding community life.

Ideas as well as structures need to be considered among the social forces with which our young people must be helped to deal. They face communism, fascism, socialism, democracy as opposing social philosophies. They read statements about "free enterprise," "the capitalistic system," "laissez faire." They talk about "the freedom of the press," "the right of the individual." How well do they understand what the implications and distinctions are? These concepts need not be discussed in abstract terms. They develop

best out of concrete experiences. Research shows that younger children are not able to gain much fundamental understanding of such complex concepts, but teachers need to be conscious of their responsibility to help youth, whose maturity allows it, expand their ability to think clearly about these and other terms.

The perspective of the past is needed as it throws light on present problems. So does careful consideration of the solutions that have been achieved in other lands. The listing of typical situations with which persons may actually be dealing does not give, except by implication, the steps that would be taken and the fields of knowledge that would be drawn upon in order to make for a satisfying study of the immediate problem. Here, as with other persistent life situations, it is the teacher who, with his learners, comes to the conclusions as to the subject matter areas upon which to draw, the extent of information to provide, and the degree to which historical backgrounds should be used as an aid to interpreting the present. The opportunity to explore an area very fully is not denied to those for whom it is a real need.

This chart should not be studied with the idea that the school can help learners arrive at satisfying solutions which will hold for all time. School and community, even as learners are being helped to appraise the factors involved in a controversial area, should be working together toward more adequate solutions of the same problems. The function of the school is to help learners investigate the facts which are within their comprehension and appraise present solutions. They should be helped to identify unresolved problems, to understand the processes through which social change comes about, and to gain vision of the possibilities which can result.

In considering any social problem the importance of helping learners appraise the issues in the light of democratic values cannot be overstressed. Every effective solution to a social problem demands consideration of the degree to which democratic values have been put into operation. Children and youth, both through concrete experiences in their school and local community and through discussion of the same issues as they appear in the larger world, need to be helped to develop the attitude and inclination to bring the values of our society to bear in appraising the social trends.

SOME TYPICAL SITUATIONS CALLING FOR GROWTH IN ABILITY TO DEAL WITH ECONOMIC, SOCIAL, AND POLITICAL STRUCTURES AND FORCES

EARLY CHILDHOOD

LATER CHILDHOOD

A. Earning a Living

PROVIDING FOR WORK NEEDS OF SOCIETY

Assuring
That Needed
Work Will
Be Done

Finding what work is done by other persons with whom he has immediate contact (Eating meals prepared by mother or cook; having school nurse bandage cut finger; watching custodian at work in school; finding what other members of school staff do; finding what all-school services are done by other classes; talking with members of fire department, police force about their work; having postman deliver letter; watching the farmer plant crops; going to a concert . . .)

Assuring
the Right
to Work

Understanding the significance of major dislocations in work patterns in his family (Learning what happens to family when father or mother is ill; finding what happens to flowers or animals when they are not watered or fed . . .)

A. Earning a Living

Extending acquaintance with the work of individuals and community agencies (Finding what is done by bank employees; inquiring about work of hospital staff when he or friends are ill; helping decide what all-school services need to be undertaken; reading about occupational groups with which he has no direct contact; finding what workers contributed to purchased goods—the farmer, factory worker, artist; taking guided tours to institutions, commercial and industrial firms to see what happens behind the scenes; finding what work is done by children and youth in the community—the errand boy, paper boy, baby sitter . . .)

Understanding the general nature of major dislocations in family and community work patterns (Discussing the strike in the local factory; finding how management lockouts affect workers; inquiring about unemployment of parent or friends; finding why parents have to work overtime; finding why professional persons of his acquaintance do Sunday or evening work . . .)

YOUTH

A. Earning a Living

Understanding the range of occupations, the nature of specialization, and proposals for assuring that the needed work of the world will be carried out (Observing and discussing new occupations created by technological changes—television, scientific laboratories, service occupations; considering workers necessary to provide essential raw materials; discovering what is done by various workers in a factory; discussing the purpose of civil service; noting the kinds of specialization within professions—differentiated areas in medicine, kinds of reporting on newspaper or radio, branches of fine and applied arts; discussing subsidies, minimum wage laws, work of labor unions, and other ways of assuring that needed work will be done . . .)

Understanding what is involved in making it possible for individuals to assume their right and responsibility to work (Discussing causes of unemployment; finding why child labor laws in his state prevent him from taking certain jobs; discussing the right of youth to work; considering the function of government projects in providing work; considering the purposes of unions, government subsidies, retirement plans, in assuring the right to work . . .)

ADULTHOOD

A. Earning a Living

Participating in decisions that assure that the needed work of the world will be carried out (Considering function of and personal relationship to labor unions; voting on minimum wage laws; finding methods of assuring needed income to producers of raw materials—subsidies, tariffs, wheat pools; dignifying the “menial” jobs of the world; compensating those who undertake the dangerous jobs of the world; considering needed steps to provide adequate numbers in service occupations . . .)

Participating in decisions that make it possible for himself and others to assume their right and responsibility to work (Taking action on proposals to provide employment through government ownership, public works; investigating unemployment insurance, health and accident insurance, retirement plans, tenure; taking action regarding child labor laws; deciding when union action is justified . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**ASSUMING
WORK
RESPONSI-
BILITIES**

Deciding
What Work
to Do

Assuming responsibility for simple tasks at home or at school (Keeping room, toys, and clothes in order; gathering eggs; helping plant garden; arranging chairs and tables in classroom; watering plants; running errands; decorating a library corner; deciding which class committee to work with; helping decide what must be done to carry out a class project . . .)

Deciding on work responsibilities with or without remuneration (Making decisions regarding job as errand boy, newspaper boy; taking care of young children; mowing the lawn; raising farm animals; constructing toys or furniture; helping to construct and care for playground or clubhouse; acting in various capacities in school store, other all-school projects; deciding which of several class responsibilities to offer to help with; sharing in family work responsibilities; deciding when time given up, effort, regularity of job are justified by income received . . .)

**ACHIEVING
EFFECTIVE
WORKMAN-
SHIP**

Determining
Adequate
Work
Standards

Noting differences between jobs well done and jobs poorly done (Changing class plans when one or more members fail to carry out appointed tasks; deciding whether to re-do work or to spend time on other things; finding why parents set certain standards in household tasks; deciding what skills are needed to do a job well; making plans to get help with needed skills . . .)

Discovering bases for standards of workmanship (Appraising the results of the job done; deciding how serious it is to have one member of the group fail to do his share; making plans to give needed help to those who failed to do the job; considering what effect meeting higher standards in one situation has on other jobs to be done; appreciating fine performances in music, beauty of line and color in art . . .)

Providing
Good
Working
Conditions

Securing and replacing tools and materials needed for work (Deciding where school supplies and toys can be stored; assembling and organizing tools before beginning work; deciding what is needed for job; finding where various household appliances can be kept to best advantage; deciding how many people can work conveniently in one place . . .)

Understanding relation of adequate working conditions to efficiency, adjusting immediate environment to work needs (Deciding what equipment is needed; planning where to keep needed materials in classroom or home; replacing equipment which is lost or broken; experimenting with better ways of working; finding how careful plans and records help with work; finding how lighting, fresh air, rest, affect ability to work . . .)

YOUTH

ADULTHOOD

Studying vocational possibilities and making vocational choice (Deciding whether to take a part-time job; choosing among several part-time jobs; determining competencies needed in various vocations; deciding on liking and potential abilities for the tasks involved; finding what training is needed; finding out about financial and other compensations; discussing the pleasant and unpleasant aspects of jobs; deciding how much weight to place on satisfactions which cannot be measured in money; deciding whether to accept a job for the sake of immediate financial independence or to go to college . . .)

Selecting and/or carrying forward chosen vocation (Deciding on specific occupation with reference to such factors as supply and demand, advancement within the job, social status, social security, financial and other compensations; securing preparation needed to bring desired competence to job; securing a position; determining when to change position; discussing vocational choice with children . . .)

Adjusting individual work standards to the nature of the task, understanding proposed legislation setting standards of work (Deciding on obligations to other people; distinguishing between temporary work and work for lasting use; deciding on value of time spent re-doing job against time on other work; discussing legislation requiring minimum building standards, certification of professional workers, testing of machinery, pure foods; discovering the accepted standards in the job one takes; laying plans to get the education needed to do the job well . . .)

Securing or applying standards of workmanship adequate for the job to be done (Developing competencies needed for efficient work; assuring high standards when human lives are dependent on product; determining quality of workmanship in relation to ways in which product will be used and quality of materials used; deciding what provisions to make for those who lack the skill or the standards to do a given job well; voting on legislation which provides for minimum standards, methods of testing products, and means of informing public as to standards met . . .)

Securing adequate working conditions for jobs undertaken, understanding legislative measures in this area (Planning steps which will complete job most easily; using correct tools; experimenting with better tools or methods; securing proper ventilation and lighting; deciding how long to stay at job when tired; investigating legislation regarding safety measures, length of working week; discussing the effect of withholding labor-saving devices from the market . . .)

Securing working conditions for greatest efficiency for himself or others (Making time and motion studies; knowing latest trends in professional field; securing proper lighting and ventilation, effective safety measures, rest and relaxation—including hours of work; reacting to legislative measures concerned with these conditions; deciding when written plans are needed; providing proper working quarters; planning how best to adjust to conditions that cannot be changed . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**DETERMIN-
ING WHAT
SHOULD
BE PAID
FOR WORK**

Deciding
on Adequate
Remuneration

Trying to understand why there are differences in the ways in which his friends live (Finding why his friends have different amounts of spending money; asking for toys like his friends; noting the differences in the clothes and homes of his friends; finding why he or his friends have to wear made-over clothes . . .)

Understanding the general nature of salary differences among persons of his acquaintance (Finding why his father's salary is different from that of the fathers of other children; asking why some people, like baseball players, the President, movie stars, get large salaries; finding that some people are poor; understanding differences in the amounts of money earned by himself and his friends . . .)

Securing
Adjustments
in Remunera-
tion

Identifying common means of increasing remuneration (Finding why father is working toward a higher degree, attending night school, taking civil service examinations; helping mother stretch income by canning, doing housework; discussing aims of collective bargaining undertaken in his community; asking about the effect of increased prices on farm incomes . . .)

**WORKING
THROUGH
VOCA-
TIONAL
STRUC-
TURES**

Organizing
Personnel

Understanding the need to work together in family and school activities (Finding what responsibility is taken by mother in planning work in the home; sharing in preparation of meals; helping do chores on farm; working with others on a class committee; working with other children in building a playhouse, painting a mural; sharing in a class project of service to other groups in the school; learning to find way alone around school, locate nurse, principal, others . . .)

Discovering how persons work together on enterprises with which he is acquainted (Finding how the members of a family group can work together; taking part in cooperative class work on an all-school project; singing in a school choir, playing with a school orchestra; helping decide on staff needed to publish a school paper; discovering how the members of construction gangs work together; finding how father's work is related to that of others with whom he works; finding how teacher's work is related to that of the school supervisor, principal, superintendent . . .)

YOUTH

Understanding factors affecting income differentiation (Understanding what constitutes a living wage; finding why peers get more or less than he does for the same work; considering the adequacy of his part-time salary in relation to his competence, hours of work, working conditions; considering the reasons for the low salaries of some service groups and unskilled workers; understanding the relationship between the wages of men and women; understanding the difference between real income and money income; finding what financial obligations accompany wages—union dues, income taxes, retirement plans, social security deductions . . .)

Understanding methods used to increase remuneration (Deciding whether to ask for a raise; finding how to increase the value of one's allowance through wise spending; finding how to stretch income through repairing and mending clothes; considering use of strikes, collective bargaining, and other action of labor unions; considering the effect of controlling the supply of trained workers or of material; helping grow special farm produce to command higher prices; discussing the values of extended preparation; deciding on advantage of taking job or remaining in school . . .)

Finding what is involved in working as a member of a vocational group engaged in a common enterprise (Sharing responsibility for effective family cooperation; helping organize and delegate responsibilities in co-operative school jobs; finding what responsibilities one has to one's employer and fellow workers on a part-time job; understanding the cooperative nature of modern industrial processes; considering the respective contributions of labor and management; finding how cooperatives are organized; discussing the organization and effect of monopolies, cartels, trusts, interlocking directorates . . .)

ADULTHOOD

Deciding what is adequate remuneration for a given job for self or for others (Appraising income in the light of such factors as risks, working conditions, hours of work, standards of living, personal satisfactions, living costs, health insurance, tenure, investment in preparation; voting on minimum wage laws; securing adequate information and deciding when and how to take action regarding salaries of public employees; considering problems of taxation as related to distribution of wealth, excess profits; considering profit and loss factors in relation to private ownership . . .)

Determining methods to be used to increase remuneration for self or others (Securing or providing for additional preparation; extending income by repairing and constructing household appliances, clothing, furniture; considering salary schedules and methods of promotion; deciding whether to use collective bargaining; sharing in company dividends or bonuses; acting on policies that control the supply of trained workers and materials; deciding whether to take additional jobs in leisure time . . .)

Providing for or adjusting to effective organization of enterprises (Planning for effective family cooperation; deciding how work should be coordinated with that of others on the same job; finding how to adjust hours and tempo of work to others; using management and supervision to best advantage; finding what channels to go through to secure action from other departments in a large firm; deciding whether to accept a position in a large organization or to manage a business of one's own; securing information about proposals to limit monopolies, cartels, trusts . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Working
with
Vocational
Organizations

Understanding the purposes of the organizations within the vocational groups with which he has contact (Finding why parents attend professional meetings, union meetings; sharing in camps, outings, or other services provided by organizations within various vocational groups; discussing what unions do for their members . . .)

MAKING
GOODS AND
SERVICES
AVAILABLE

Assuring
Trade
Relations

B. Securing Goods and Services

Finding where various products used by him come from (Being sent gifts from other places; seeing strange fruits or vegetables in the store; reading labels and advertisements of goods from other parts of country; asking about trucking fleets that pass . . .)

B. Securing Goods and Services

Finding where products have come from and how various parts of the world depend on each other (Finding why certain things cannot be produced in various communities; inquiring about sources of raw materials; finding how materials are transported; recognizing characteristic products of other nations or sections of the country; noting interdependence of groups in times of difficulty and disaster . . .)

Securing
Effective
Distribution

Noting the kinds of stores and persons that supply goods (Recognizing branches of chain stores; finding how milk is delivered; asking about the farmers in a local market; going with family to sell at local market; helping parents pick out toys, clothing from mail order catalog; asking about persons who sell flowers or garden produce on streets . . .)

Discovering the persons or organizations through which goods come to us (Finding out about the various individuals and groups of people who have handled products that come to him; finding who handles goods produced in his community before they reach the people who use them; finding how a mail-order house distributes goods; participating in a school cooperative . . .)

YOUTH

ADULTHOOD

Discovering how vocational groups are organized to provide for their members (Deciding whether to take a part-time job involving union membership; finding what social service benefits are assured by membership in various groups; determining the extent to which labor unions control membership in various occupations; considering what benefits are provided by union groups; finding how professional groups protect and supervise members of the profession; finding what it means to have a high school or college on an accredited list; exploring educative materials produced by various vocational groups . . .)

B. Securing Goods and Services

Understanding the interdependence of peoples and the general nature of trade (Discussing the purposes of and major issues in setting tariffs, arranging reciprocal trade relations controlling interstate commerce; investigating the relation of the transportation system to free movement of goods; studying the effects of rich and poor natural resources, high industrialization and under industrialization within a given area or country . . .)

Understanding the functions of major economic organizations which control distribution of goods (Investigating the controls exerted by monopolies, cartels, trusts, interlocking directorates; deciding what stand to take on black markets; discussing the function of government ownership; discussing the function of and planning a school cooperative; exploring proposals to make medical and other services more easily available . . .)

Working effectively with the organizations within vocational groups (Deciding what professional organizations to affiliate with; deciding whether to join a union; deciding whether to join business associations, grange, other organizations of special vocational groups; finding what associations within a profession can be called upon for help in time of illness, in disputes with employers, in problems of securing higher standards for the group; finding what groups provide special opportunities for education . . .)

B. Securing Goods and Services

Understanding the basic economic principles governing world, national, interstate, or local trade (Studying the proposals of government and others on issues involving tariffs, reciprocal trade, interstate commerce; understanding policies regarding rate of exchange; understanding the relation of the transportation system to free movement of goods; securing information on problems of marketing which affect local or national welfare; interpreting press and government references to the needs of various countries for markets, trade routes, sources of raw materials . . .)

Dealing with the major economic structures which control the distribution of goods (Acting to negate undesirable controls exerted by monopolies, cartels, trusts; acting to control black markets; taking a position with reference to government ownership, rural electrification; deciding what channels to use to get produce on the market—to sell with a cooperative group, to sell to a wholesaler or on the local market; taking action on proposals to make medical and other services more easily available; joining a cooperative . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

BUYING AND SELLING GOODS AND SERVICES

Deciding
Where to
Buy or
Sell

Finding which stores are the most likely sources of goods he desires (Finding what is sold in the drug-store; finding which stores sell candy or ice cream; finding where to buy school supplies; looking at a mail-order catalog; shopping for groceries with mother; going to markets with parents . . .)

Building bases for deciding where to buy or sell (Finding why wholesale and retail prices are different; finding why farm products in store are more expensive than when bought on farm; finding why stores ask different prices for similar materials; discovering local stores in which prices most often fit his needs . . .)

Determining
Quality

Learning the names and some of the characteristics of common products (Finding the differences in the feel of wool, silk, cotton; discovering that rubber keeps you dry; finding differences in materials in toys, furniture; distinguishing colors; finding that leather mittens protect hands from wet, that wool lining keeps hands warm; choosing between two editions of same book; helping select vegetables or cookies for party or lunch at school . . .)

Understanding the characteristics of different products (Finding why wool is warmer than cotton, rubber is used for overshoes; reading about new synthetic materials; helping choose clothing, select gifts; sharing in choosing certain school equipment; finding what labels on materials mean; understanding the purposes of government regulations—why eggs are graded, butterfat is recorded, margarine is not colored; interpreting advertising; making choices while shopping for mother; deciding what qualities are needed in pictures for classroom or home . . .)

Determining
a Fair
Price

Finding that articles have different prices (Finding why various kinds of candy are priced differently; choosing between two editions of the same book priced differently; choosing between two toys; choosing between a large fancy Easter egg and a small plain one; buying gifts; helping buy boxes of paints, special paper, other equipment needed by class . . .)

Identifying common factors influencing price (Finding why mother buys cloth and makes his clothes, bakes own bread; comparing commercial advertising with the product itself; helping parents decide between two articles of clothing; finding what is saved when school materials are bought in bulk; helping operate a school store; deciding whether to make a nominal charge for a school paper; noting higher prices of out-of-season foods in cafeteria; finding how earnings from crops are figured; setting prices on items for class sale; determining profits from newspaper route, magazines, or Christmas cards . . .)

YOUTH

ADULTHOOD

Understanding and applying sound principles in deciding where to buy or sell (Deciding whether to join a school cooperative; finding the reasons for price differences from one store to another on similar materials; studying the function of the wholesaler and middleman and the effects on price; deciding whether to patronize an exclusive shop; deciding where to sell farm or garden produce . . .)

Using more complex quality differences as a guide to purchasing—understanding major types of consumer protection (Choosing clothing in relation to suitability of material and style; selecting fresh vegetables or fruits; knowing meaning of common brands and labels; using information from educational, research, and promotional agencies; interpreting advertising; discussing need for government control of standards; testing products in school laboratories; learning the differences in quality of services—medical, educational, domestic, governmental . . .)

Understanding major factors affecting price (Deciding whether or not to pay more to get an article which is "different" from those owned by the gang; planning an advertising campaign to sell the school yearbook; evaluating commercial advertising; understanding reasons for making or not making things at home; understanding the effect of scarcity or abundance of raw materials; finding what is paid for various services; running class project to ensure a profit; discussing effects of cartels, monopolies, or trusts on prices; studying government controls to assure low prices of essential goods or taxes on luxuries . . .)

Understanding and dealing with factors arising from economic structures governing production and distribution (Purchasing in stores where quantity lowers prices; identifying reason for higher prices in specialty shops; deciding when to purchase wholesale; deciding whether to purchase where discounts for cash payments are given . . .)

Using appropriate sources and tests to tell quality of products (Getting information from various agencies for consumer protection; knowing government tests; interpreting labels and brands; recognizing quality of goods from inspection; applying adequate tests for quality of workmanship; understanding style as an aspect of quality; interpreting advertising; evaluating the quality of works of art, of entertainment, the decorative quality of furniture and craft materials; appraising the quality of services—medical, educational, domestic, governmental . . .)

Evaluating prices in the light of sound economic principles (Understanding the relation of supply and demand to price—deciding whether or not to purchase foods out of season, planning or taking advantage of bargain sales; understanding style as a factor in quality; understanding the means used in advertising to increase demand; understanding skilled workmanship and production costs as a factor in price—deciding whether to purchase handmade products; understanding transportation costs as a factor in price; deciding what should be paid for services—governmental and personal; understanding the relation of profit and loss to price—setting prices in order to assure profit; understanding the effect of competition on price; securing adequate information about anti-trust laws, cartels, monopolies, the relation of subsidies or government control of prices to the production of essential materials . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Deciding
on Medium
for
Payment

Knowing the value of coins and small bills (Telling real from imaginary money, giving the right amount of money for purchases; counting change; finding how much money he has in bank . . .)

Using currency and other common means of payment (Giving the right amount of money for purchases; acting as cashier in class sales; cashing checks or money orders sent as gifts; finding how to send a money order; writing checks on bank account . . .)

Credit
Buying
and Selling

Finding the general nature and purposes of credit systems used by family and friends (Paying family grocery bills; finding why family has purchases charged; running a charge account in the school store; finding what it means to buy goods on installments . . .)

MANAGING
MONEY

Budgeting

Spending small allowance on immediate needs (Deciding how much to spend on candy; putting aside part of allowance for Sunday school; sharing in class decisions as to how to spend petty cash; making Christmas lists to estimate expenses; balancing simple class accounts; accounting for personal spending . . .)

Allotting personal allowance and understanding and sharing in family budgeting problems (Deciding how much to save and how much to spend on candy, amusements, church, gifts; being wholly responsible for some part of wardrobe; sharing in decisions as to expenditure of family funds which involve him; sharing in decisions about club funds, class funds; balancing simple class accounts; helping prepare statements to show proposed expenditure of class funds; reimbursing others in case of carelessness with money or property . . .)

Saving
and
Investing

Saving funds for special purposes (Accumulating money in "piggy" bank; having parents or teacher hold money for him until it is needed; deciding when it is important to save money in order to get something that is badly wanted; depositing money in school bank; having a bank account started for him . . .)

Understanding main purposes of investments with which he has direct contact (Putting money in local or school bank; joining Christmas saving club; buying shares in the school cooperative; investing part of income in paper route or equipment for some other job; finding the reasons for fire, hail, life insurance; investing in good books, pictures, and articles of lasting satisfaction . . .)

YOUTH

ADULTHOOD

Using variety of media in paying for goods (Writing checks on personal account; purchasing money orders; purchasing postal notes; gaining general understanding of the relationship of currency in this country to that of other nations; investigating reports of inflation in certain countries . . .)

Understanding and sharing in family use of various credit systems (Using parent's charge accounts; running a charge account at corner drugstore; discussing the advantages and disadvantages of installment buying; discussing the purposes and values of cooperatives and credit unions; finding why discounts are sometimes given for cash purchases . . .)

Controlling personal allowance or group funds for immediate and future needs, sharing in decisions regarding family budget (Apportioning allowance among activities and needs for which he is responsible; helping decide what proportion of family income should be used for his personal needs; helping decide on joint family expenditures; planning ways of finance and present budget for class newspaper, class parties; understanding reasons for publishing town, church, or business budgets; understanding issues involved in sales tax, income tax, national debt; deciding how much of first earnings belong to self and to family; saving for college years, for establishment of home and family . . .)

Investing personal funds and understanding major economic provisions for investment (Having life insured; keeping money in savings account; finding why it is important to give and keep receipts, to keep canceled checks; joining a cooperative; owning bonds purchased to ensure education; balancing material against educational and other cultural investments; understanding the principles on which fire, hail, life insurance operate; finding what is done in a stock market, what happens in market "crashes"; deciding when a new refrigerator, radio, tractor, or home is an investment in the future and when a liability . . .)

Selecting medium for payment appropriate to the need (Using a checking account; choosing appropriate ways of transferring various amounts of money to other people; deciding when to use bank drafts; using currency of other countries appropriately . . .)

Using system of credit appropriate to the need (Deciding whether to open a charge account; deciding how many charge accounts to open; using deposit or charge accounts; deciding whether to purchase on the installment plan; deciding whether to capitalize on discounts offered for cash purchases; investigating legal protections for those purchasing homes, for farmers purchasing land . . .)

Apportioning total income for needs of self or group (Budgeting income for self or family in light of present and future needs; preparing written budgets for civic or social groups; reading financial statements from organization of which one is a member; voting on proposed budget or financial statement of town council, school board; considering issues involved in legislative action such as sales tax, income tax, national debt . . .)

Understanding and using existing economic structures in saving and investing money for self or others (Deciding on annuities or bonds; insuring self or others; purchasing stocks; knowing what is involved in speculation; deciding whether to invest in projected businesses; helping to establish cooperatives; deciding on wise investment of trust funds or funds owned by lodge or club; determining soundness of investments bearing different rates of interest; voting on legal safeguards against fraud in investments; deciding whether to buy or rent a home, a farm; deciding how much to invest in cultural advantages for family; developing ways of balancing accounts, keeping receipts, etc. . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Borrowing

Understanding why money borrowed must be paid back (Returning borrowed money to parents or teachers; understanding difference between parents' or other children's funds and his own . . .)

Assuming obligation to repay when borrowing from family or friends; understanding general provisions for borrowing money (Giving IOU when borrowing money; paying back or being paid back when borrowing from friends; finding what pawnshops are for; finding meaning of words like "mortgage," "interest," "loan," as he reads about them or hears members of the family use them . . .)

C. Providing for Social Welfare

C. Providing for Social Welfare

WORKING
IN THE
FAMILY
GROUPProviding
Secure
Relations

Finding sources of affection and guidance in members of the family (Responding to affection from members of the family; finding when it is necessary to obey parents; finding when one can make independent decisions or disagree with parents; finding why and when it is necessary to obey older brothers and sisters; adjusting to a younger brother or sister in the home; finding what relationships exist between various relatives of his acquaintance; visiting other families and finding what members live in them . . .)

Finding how members of family groups depend on each other (Finding when and how far it is possible to discuss a problem with parents; knowing when to go to parents for advice; deciding what to do when parents will not let you do what the gang wants; deciding when to obey grandparents, older brothers or sisters; persuading a younger child to do something for you; deciding whether to take a younger child with you when going with the gang; discussing what it means to have parents divorced . . .)

Sharing
in Respon-
sibility

Finding how members of the family share responsibilities (Finding what share can be taken in household responsibilities; helping with dishes, sweeping, errands; finding how to share in keeping room tidy; helping other children put toys away; taking care of pets; asking for money or being given money for candy, purchasing gifts; finding where money for special purchases comes from; asking why mother goes to work, why other children's mothers go to work . . .)

Assuming responsible membership in the family group (Helping decide what responsibilities to assume in the home; finding why it is important to carry out household tasks as planned; helping mother or brothers and sisters do special jobs when needed; finding how much the family budget can allow for special demands for clothing, movies, candy; finding what father does to support the family; identifying mother's role as a worker; finding how parents share family funds . . .)

YOUTH

ADULTHOOD

Understanding basic principles of the main economic provisions for borrowing money, and relationships between borrowing and investing (Sharing in family decisions involving loans, mortgages; securing loan for educational purposes; finding the nature of legal securities that are needed when getting loans; investigating the relation between paying interest on a loan and receiving interest on an investment; taking personal responsibility for individual or group financial obligation; discussing current proposals for guaranteeing the financial security of nations . . .)

C. Providing for Social Welfare

Understanding the nature of family groups and the source of their leadership (Deciding whether to object to parental regulation of activities; finding spheres in which independent decisions are possible; taking responsibility for conduct and well-being of younger children; helping parents make grandparents, relatives feel members of the family group; deciding whether to go to a college that will make it necessary to live away from home; deciding whether to take a position which makes it necessary to leave home; discussing what divorce does to family groups, considering what causes divorce, what restrictions should be imposed by divorce laws . . .)

Finding what leadership is necessary in maintaining a family group (Deciding what salary is needed before marriage; deciding whether to marry while still securing an education; considering whether to live at parents' home if married; determining how much of a part-time salary to contribute to the support of the home; deciding whether to ask parents to be responsible for bills, for caring for clothes; deciding whether to ask younger members of the family to do special favors; assuming responsibility for share of household tasks . . .)

Understanding and using existing economic structures in borrowing money for self and others (Deciding to mortgage house or property; voting on city plans for a bond issue; deciding on reliability of a company from which a loan is secured; considering the fairness of a given rate of interest; deciding whether to sign a note for another person; knowing what legal protections are needed to make a loan valid; assuming responsibility for individual or group financial obligation; considering how important it is to guarantee the financial security of other nations . . .)

C. Providing for Social Welfare

Taking responsibility for secure relationships among members of the family group (Assuming leadership responsibilities as a parent; deciding how and when to give freedom to children; deciding whether to take parents or relatives into the family group; considering whether divorce or separation is justified; deciding whether to accept a position which takes one away from the family group; deciding whether a parent should be at home when children return from school; deciding how far older children should be made responsible for younger ones; deciding what relations to maintain when children have set up their own homes . . .)

Taking responsible leadership in the family (Deciding whether both husband and wife should work; deciding how far children should contribute to the support of the family; deciding when and how much allowance to give children; deciding whether to pay children for carrying out household tasks; deciding when to have children and how large a family to have; assigning a share in household responsibilities to various members of the family; helping children establish appropriate relationships with service members; taking joint responsibility in decisions regarding purchasing home, sending children to college . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

PARTICIPATING IN
COMMUNITY
WELFARE
PROVISIONSSharing in
Protective
Measures

Finding the general purposes served by insurance and other protective measures (Finding why parents take out life insurance; discussing the purposes of hail, fire insurance; using playgrounds provided for employees of local factories . . .)

Sharing in
Community
Welfare
Efforts

Understanding the general purposes of home and school contributions toward social welfare (Finding what is done by the Junior Red Cross; taking part in school efforts to share in welfare activities; asking about tag days, advertisement, other prominent evidence of community welfare activities; making church or Sunday school contributions; visiting community library, museum, art collection; joining clubs in community recreation center . . .)

Taking proportionate share in prominent community efforts toward social welfare (Taking part in the Junior Red Cross; helping organize school drives to support the national Red Cross, local Community Chest, other organizations; finding what general services are performed by various agencies to which money has been contributed; helping a service club establish a local playground; finding how local library, museum, zoo are maintained; discussing how money, clothing contributed to international relief agencies will be used . . .)

YOUTH

ADULTHOOD

Understanding the nature of insurance and other protective measures (Investigating various types of life insurance, annuities, accident insurance; finding the general principles on which insurance operates; helping parents decide whether to take out fire, hail insurance; finding what benefits are provided for employees in the industry in which one has a part-time job; deciding whether to share in hospitalization plans; discussing the nature and purpose of old-age pension plans . . .)

Understanding the nature and purposes of various community efforts toward social welfare (Discussing the purposes served by local housing projects; deciding which of several welfare agencies to give individual or school support; deciding whether to devote part of club time to service activities; sharing in a drive to support a cultural project; helping supervise recreational opportunities made available by the school or other community services; discussing the function of international relief groups; discussing the function of international labor, religious groups; becoming acquainted with welfare services performed by his church; turning to community groups for assistance in individual or school need . . .)

Participating in group insurance and other protective measures (Deciding how much and what kind of insurance to take out; deciding whether to provide unemployment insurance for employees; deciding what a union or other vocational group should do for its members; deciding whether to share in a hospitalization plan; taking action to provide adequate health and recreation facilities for vocational group . . .)

Supporting desirable community efforts toward social welfare (Deciding whether to support or share in housing projects; deciding how much to contribute to the Community Chest, Red Cross, other welfare agencies; deciding what support to give to church welfare activities; deciding whether to join a service club; sharing in setting policy of welfare agencies; helping sponsor movements to meet community cultural needs; considering how the school can best serve community needs; deciding when to call on community agencies to aid self or others; discussing the activities of international relief agencies . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**USING
GOVERN-
MENT TO
GUARANTEE
WELFARE**

Providing
Public
Services

Finding what is done by various service groups (Finding what is done by the local policeman; visiting the local fire department; going with parents to a health clinic; finding what the public health nurse does; talking with the park caretaker; asking about city sanitation workers, road repairmen . . .)

Finding the nature and purpose of major public services (Discovering the variety of services undertaken by the police, fire departments; discovering the variety of personnel in such departments; finding how the post office is organized; discussing the work of various public health officials in the office or clinic he visits; considering the work of the department of sanitation . . .)

Providing
Legal
Protections

Obeing laws which safeguard the welfare of all (Obeing quarantine regulations; helping with sanitary disposal of garbage; taking part in fire drills; finding what other regulations exist for fire prevention; finding what traffic laws to obey in coming to school . . .)

Finding what major legal protections safeguard the welfare of all (Finding the purpose of quarantine regulations; finding what legal regulations exist for fire prevention; finding what laws must be obeyed in garbage disposal; finding the purpose of various traffic laws; finding why special brands and labels are placed on foods . . .)

Controlling
Natural
Resources

Sharing in family and community efforts to preserve natural resources (Finding why one should not destroy birds' nests, throw stones at birds; learning how to care for matches on picnics; finding how wild flowers can be picked without pulling roots out; helping clean up after picnic in park . . .)

Finding ways of cooperating in the preservation of national resources (Finding what game laws are to be obeyed in a given community; finding what local regulations exist regarding camp fires; cooperating in reforestation projects; helping in special projects for weed or insect control; helping establish a local or state park; participating in local or state plans to establish a summer camp which preserves natural beauties around it; discussing proposed projects to build new power plants . . .)

YOUTH

ADULTHOOD

Considering the nature and variety of public services desirable (Discussing local proposals to secure better fire or police protection; considering proposals to increase free health services for all; discussing the responsibility of government groups in securing better housing; helping establish a community recreation center; investigating proposals for international cooperation on health projects; identifying the issues involved in establishing an international police force . . .)

Understanding the bases for and nature of legal protections (Discussing the nature and purposes of health, traffic, and other laws protecting community welfare; discovering the nature and purpose of pure food and drug laws; discussing existing safeguards of property rights; discussing the issues involved in giving government a larger share in national planning; considering the nature and purpose of social security measures; discussing the nature of legal protections for collective bargaining . . .)

Understanding major issues in the preservation and use of national resources (Discussing the purposes of game laws; considering what needs to be done to restock game; obeying legal regulations regarding handling cigarettes, camp fires to prevent forest fires; cooperating in local, state, and national plans to stop erosion; considering the work of game wardens or forest rangers as a possible vocation; cooperating in plans to control insects, the spread of weeds; considering the issues involved in safeguarding a world food supply; considering the problems involved in sharing oil, nickel, other products with other nations . . .)

Providing and drawing upon public services for the welfare of self and others (Deciding whether to go to a health clinic or to employ a private physician; considering the adequacy of the service provided by local police, fire departments; deciding whether to support measures for increased government participation in housing, other welfare projects; sharing in local provisions for recreation; considering the effectiveness of local administration of schools; considering proposals for an international health commission, for an international office of education; deciding whether to support proposals for an international police force . . .)

Securing adequate legal protections for the security of self and others (Considering the adequacy of health, traffic, fire, other laws governing community life; considering the adequacy of the legal restrictions on amount of interest, regulations on foreclosure of mortgages and the safeguarding of other property rights; deciding whether to support proposals which give government a larger share in planning; voting on proposals for social security; considering the adequacy of legal protections for collective bargaining; discussing desirable standards in the certification of teachers . . .)

Cooperating in the preservation and use of national resources for the good of self and others (Taking responsibility for care of land which will prevent erosion or depletion of soil; cooperating in efforts to reforest, to restock game; taking action to secure and enforce adequate game laws; taking action on proposals to increase forest ranger, game warden service; deciding whether to support plans to establish a national or state park; participating in government plans for insect, weed control; deciding whether to support power projects; considering government proposals to safeguard a world food supply . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

D. Molding Public Opinion

PARTICIPATING IN ORGANIZED EDUCATION

Deciding
Extent of
Educational
Opportunities

Finding what is done at school
(Finding what kinds of things are done in school; finding what children in other classes can do that he has not learned to do; helping teachers plan the things he wants to learn before the year is out; finding what teachers and equipment are available to help him; asking what an older brother or sister does in high school or college . . .)

Assuming
Responsibility
for the
Educational
Program

Finding how he and others share in providing school experiences
(Helping plan daily class activities; finding how his mother and teacher plan together; explaining class work to supervisor, visitors, parents; sharing activities, exhibits, collections with other classes; finding how to care for books which others are to use later; finding how to help keep the school building attractive; caring for school building and property . . .)

D. Molding Public Opinion

Understanding the nature and purposes of the schools he knows
(Finding why parents and teachers insist on regular attendance at school; helping plan school activities; asking why he or other children attend private or parochial rather than public schools; finding how his school differs from those his friends attend; discussing the kind of work that goes on in the high school; discussing why people go to college . . .)

Finding how parents and others share in planning and providing for education
(Helping plan class activities; finding what parents discuss at PTA meetings; sharing in three-way parent-teacher-child conferences; planning special activities to acquaint parents with class work; helping write reports to parents; finding how parents help pay for education; finding why certain books and materials are provided by the school; helping conserve materials provided by the school . . .)

YOUTH

ADULTHOOD

D. Molding Public Opinion

Understanding the general function of organized education (Deciding whether to leave school for a job, to combine schooling with a part-time job; deciding between an academic and a vocational high school; deciding what courses to take in high school; discussing the advantages of having attended a public or private, progressive or conservative school; helping parents decide on nature and amount of education; deciding whether to continue with a college education; deciding which college to attend; determining where to secure needed vocational training; helping organize adult education or special evening classes for high school youth . . .)

Understanding the issues involved in the development of an educational program in a community (Considering the function of students in curriculum planning; sharing in evaluations of the school; working with the PTA, other groups interested in the school; considering the reasons for state examinations, for accrediting of schools or colleges; planning ways of informing the community about school activities; discussing proposals to enforce the teaching of certain subjects, to curtail the discussion of controversial issues; sharing in vocational programs provided by government funds; discussing local tax issues which affect education; finding why the programs and equipment of schools in various parts of the country differ . . .)

D. Molding Public Opinion

Deciding how much and what education to secure for self or those for whom one is responsible (Voting on laws extending the length of compulsory education; considering proposals to extend the amount of free education; deciding whether to send children to public, private, or parochial schools; deciding whether to enter young children in a nursery school; helping adolescents decide between vocational and academic high school programs; considering proposals to consolidate school districts; helping adolescents decide which college to attend; considering community plans for offering adult education classes; deciding whether to take an advanced degree . . .)

Assuming appropriate responsibility for the nature of the educational program and its support (Acting on or discussing the actions of the local school board; deciding whether to support state proposals requiring special courses in public schools; deciding whether to support the discussion of controversial issues in schools; deciding whether to support educational experimentation in a school; discussing proposed taxes for education; considering what proportion of the local or state budget should go to schools; discussing proposals to raise teachers' salaries; discussing how parochial schools should be supported; deciding what supervision should be placed over private and parochial schools; taking action on suggestions to equalize educational opportunities among the states; considering state proposals for accrediting schools, certifying teachers . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**WORKING
WITH
OTHER
EDUCATIVE
AGENCIES**

Providing
Community
Educational
Resources

Becoming acquainted with community resources which supplement the educational program (Going with parents or class to the museum; borrowing books from the local library; visiting the zoo; discovering what plants, birds, and animals can be seen in the local park; helping care for the community places he visits . . .)

Using community educational resources (Finding how to use the public library, the museum; visiting points of historic interest in the local community, in the state; helping plan a special exhibit for the museum; helping build special collections for the school; sharing in musical program, plays, motion pictures brought to the community; joining interest groups in a local recreation center; taking responsibility for caring for the community resources he uses . . .)

Using and
Supporting
Other
Educational
Agencies

Sharing in the activities of other educational agencies (Finding what his Sunday school program is like; visiting the Sunday school classes of other children; taking part in Cubs, Brownies, or other national youth groups; going to summer camps; joining a puppetry group in the local art museum . . .)

Finding the contribution made by the educational agencies with which he has contact (Deciding whether to join one or more of the national youth groups; finding why his parents, or the parents of his friends insist on Sunday school, or special religious instruction; exploring the kinds of activities offered by the YMCA, YWCA; joining in the activities of settlement houses or other community recreational groups . . .)

Supervising
and
Protecting
Other
Educational
Agencies

Becoming aware of local issues regarding the control of educational agencies other than the school (Asking about family discussion regarding the rights of religious or racial minorities to provide special education for their children; discussing local attempts to restrict the meetings of groups . . .)

YOUTH

ADULTHOOD

Using and sharing in responsibility for providing community educational resources (Helping equip a town library, a local museum; sharing in or sponsoring traveling libraries for rural districts; sharing in a little theater group; providing special school plays, musical events; sharing in adult education programs; helping provide special evening or after-school activities for younger children; helping plan special floral exhibits in parks; establishing and maintaining teen-age clubs . . .)

Understanding the nature and purpose of other educational agencies in the community (Considering the purpose of local groups organized to discuss current affairs; sharing in the activities of little theater groups, music or art groups; deciding whether to join a church; considering the value of continued participation in national youth groups; investigating the work of unions, of various professional groups in providing educational facilities for their members; deciding what activities offered by the local "Y" to share in; deciding whether to work with an active political group; helping determine the youth program of the local "Y" . . .)

Understanding the issues involved in controlling the activities and safeguarding the rights of educational agencies other than the school (Discussing the right of religious or racial minorities to provide special instruction for their children; discussing proposals to ban or restrict the meetings of political or religious groups; considering whether parents have a right to object to the activities of youth groups . . .)

Taking responsibility for provision of community sources of education for all (Deciding how much support to give to the community library; helping children use the library; planning for a children's museum; planning for special exhibits in the local museum; deciding whether to sponsor a zoo in the local park; helping identify and preserve local points of historic interest; organizing groups to provide for special musical programs, for plays; deciding whether to open school buildings for special evening activities; deciding what adult education programs to sponsor; helping bring lecturers, special motion pictures to town . . .)

Deciding which educational agencies other than the school to use and support (Deciding whether to join the League of Women Voters, other groups which provide information about national and international events; deciding which church to support; deciding whether to teach a Sunday school class; deciding whether to encourage children to join the Scouts or other youth groups; sharing in the activities of music, drama, or art groups; deciding whether to take part in educational activities provided by one's union, to attend the conferences of one's professional group; considering whether to act on the board of the local "Y" . . .)

Taking action in situations involving the control, supervision, and protection of other educational agencies (Deciding whether to have children leave school early to receive special religious instruction; deciding whether the school or other public buildings should be opened for meetings of political, religious, or other groups; deciding what kind of control should be executed by the board of the "Y"; taking action on proposals to disperse groups teaching special political philosophies . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

USING
INSTRUMENTS FOR
DISSEMINATING IN-
FORMATIONInterpreting
Information

Becoming acquainted with a variety of sources of information (Reading the comics; asking what headlines in the paper mean; finding what kinds of information one can get from books; finding how to distinguish between imaginative stories and factual information; finding what children's magazines to use for factual information; finding how to tell real photographs from imaginative pictures; talking about the information secured in motion pictures . . .)

Using
Appropriate
Means of
Presenting
a Point of
View

Finding ways of communicating with other school groups (Advertising a sale; sending a notice to the school paper; writing a class record to tell parents about activities; writing an announcement to be read to other classes; posting a notice on the bulletin board . . .)

Controlling
Sources of
Information

Discovering bases for testing the soundness of information (Learning how to read a newspaper, how to distinguish editorial comment from news reporting; finding which magazines to use for factual information; finding how and when to use such sources as the encyclopedia; identifying the variety of information made available by radio; deciding how far a motion picture has given a true picture of American life; reading advertising, deciding how to interpret radio advertising; discussing the reasons for differences in the information in two textbooks . . .)

Finding what sources may be used to influence group thinking (Writing editorials or letters to the school paper; discussing letters which appear in the local paper or in magazines; choosing pictures or films to present information to one's class; using bulletin board to get action on a student council proposal; advertising a special assembly program; writing a special report of class activities for parents . . .)

Finding ways through which sources of information are controlled (Discussing the work of the censor in wartime; finding why other nations control their news services; finding why books are banned; asking why parents will not allow him to read certain newspapers; asking why movies are listed as for adults only . . .)

YOUTH

ADULTHOOD

Increasing in ability to evaluate the soundness of sources of information (Discussing how to tell what influences are most likely to be reflected in the policy of a paper, magazine, radio program; evaluating the suggestions of editorials, of news commentators; appraising the authenticity of a documentary film, an historical movie; exploring sources of reliable information about other countries; discussing the nature and authenticity of advertising; interpreting propaganda; finding how to use publications of agencies of consumer information; evaluating the statements of a radio commentator; identifying the available sources of adequate scientific information . . .)

Understanding how and when to use various sources of public information (Helping plan the editorial policy of high school or college paper; considering which local papers to use to interpret a school project to the public; considering what audiences are reached by various kinds of national magazines; deciding when advertisements might be used to put across a point of view; deciding what type of all-school assembly to use in presenting a student council proposal . . .)

Understanding the issues involved in controlling sources of information (Discussing the principles underlying the censorship of news in time of emergency; discussing the right to suppress a college paper whose editorials have disagreed with public opinion in general; discussing the regulations which prevent or protect the publication of seditious points of view; considering the purpose and adequacy of post office regulations with regard to obscene literature; identifying the bases on which books are banned; discussing the purposes of controls on motion picture and radio productions; discussing controls on advertising . . .)

Using sound bases for interpreting information (Determining what policy is represented by daily papers or magazines subscribed to; interpreting news coming from the press of another nation; finding what factors might influence the policy of radio reporting, of newspapers, of motion pictures; deciding what experience and reliability are brought by the author of a book; using the materials from various agencies of consumer research; identifying government sources which provide reliable factual information; deciding how or whether to act on medical or other scientific advice given in popular magazines, radio programs, or pamphlets . . .)

Using appropriate agencies through which to present a point of view to the local or national group (Deciding when to write to a newspaper or magazine; deciding which newspaper or magazine to ask to publish a letter or article; considering the use of the radio to present plans to a community group; using documentary films; taking out an advertisement; taking part in public forums and town meetings . . .)

Taking action in situations involving control or supervision of sources of information (Considering the adequacy of censorship of news in time of emergency; considering proposals designed to keep non-democratic points of view from being published or circulated; deciding whether to support action which bans books; appraising legal restriction on the printing of scandal; deciding whether to support government regulations on the mailing of obscene literature; considering the effectiveness of the Board of Review; taking steps to secure needed controls of advertising; deciding whether to allow children to read comics, reports of criminal acts . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

E. Participating in Local and National Government**ELECTING GOVERNMENT REPRESENTATIVES**

Nominating
and
Electing
Candidates

Sharing in the selection of classmates for special responsibilities (Voting for class committees; sending delegates to an informal council; choosing a delegate to meet with an assembly committee; helping decide which persons should be trusted with special responsibilities; discussing what one should take into account in suggesting people for special jobs . . .)

E. Participating in Local and National Government

Using appropriate procedures in nominating and electing candidates (Nominating and electing candidates for student council; electing a captain of a baseball team, the editor of a school paper; discussing whether secret ballot should be used to elect class officers; discussing qualifications of prominent candidates for local or national elections; finding why adults must register to vote; finding what voting machines are like, how parents cast their votes . . .)

SECURING EFFECTIVE GOVERNMENT ORGANIZATION

Considering
Effectiveness
of Existing
Organization

Identifying the prominent members of local and national government (Finding how class representatives take part in an informal council; asking what is done by the mayor, the governor, the president; learning about prominent officials discussed by family or friends . . .)

Finding how government groups are organized (Deciding how long class officers should remain in office; finding how the members of the student council, school paper, work together; finding what kind of work is done by the mayor, governor, president, other prominent local and national officials; visiting the state legislature, a meeting of the city council; studying differences between the Senate and the House of Representatives; finding how the school board, the park commission, other local groups change or improve opportunities to work or play; discussing the work of ambassadors and other members of the State Department mentioned in the news . . .)

YOUTH

ADULTHOOD

E. Participating in Local and National Government

Understanding and applying the principles involved in nominating and electing candidates (Helping nominate and elect representatives to student council; acting as member of a nominating committee for club officers; discussing the process through which political candidates are selected; following the procedure of a national political rally to nominate a presidential candidate; discussing the qualifications of candidates for local or national offices; considering the local procedures which regulate registration for voting; discussing the effect of a poll tax; taking part in local drives to get all voters to register, to cast their votes; discussing how ballots are cast, how votes are counted; comparing procedures with those of other countries prominent in the news . . .)

Understanding major issues involved in securing an effective organization of government personnel (Helping set up the constitution of the student council or class organization; considering needed changes in existing council organization; discussing the organization of local and national governments; discovering what municipal positions exist in the local community; considering presidential cabinet appointments; finding how to proceed to get an automobile license; deciding which government departments to write to for special information; working with members of the Department of Agriculture on demonstration farms; discussing the efficiency of bureaucratic government; finding how the government is organized to work with those of other countries; securing information about the organization of the governments of other nations as reported in the press . . .)

E. Participating in Local and National Government

Taking an active part in the selection, nomination and election of government candidates (Deciding what qualifications a candidate for office should have; considering the respective qualifications of several nominees for office; joining a political party; holding office in local branch of political party; taking part in the nomination of candidates; considering the efficacy of local procedures to register voters; deciding what action to take on measures which restrict the right to vote; using correct balloting procedures; deciding whether to electioneer for a candidate; helping plan methods of securing a large turnout to vote at elections; considering what points of view are represented by various parties . . .)

Acting to secure and maintain an effective government organization (Discussing how long local officials should remain in office; discussing the effectiveness of the local organization of mayor and council; taking action on proposals to hire a city manager; considering presidential appointments to government posts; appraising the work of government officials; discussing the effectiveness of the work of the State Department in international problems; understanding how government changes in time of emergency; considering the effectiveness of present structures in the light of economic conditions; considering specific proposals to increase government efficiency; taking action on measures to secure continuity of personnel in government departments; deciding which department to go to for assistance on special problems . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

Appraising
Work of
Representatives

Making informal appraisal of the work of classmates to whom responsibilities have been assigned (Deciding whether a special committee has done its work well; discussing how to tell if special jobs are well done; deciding whether a special delegate has spoken well in assembly; discussing the proposals of a lunchroom committee, other special committee; considering how well persons responsible for the all-school service did their jobs the previous week . . .)

Finding how local and national groups may follow the work of their representatives (Discussing reports of student council representatives; making suggestions for new committees on the basis of the work of those retiring; discussing press and parent comments on the work of prominent political representatives; discussing the importance of the congressional vote on major issues; following the actions of town council or school board in providing new playground or other special provisions for young people . . .)

**MAKING
AND
ENFORCING
LAWS**

Taking
Responsibility
in Making
and Changing
Laws

Sharing in agreements necessary to effective home and school living (Helping decide desirable conduct in halls; setting up policies for the use of the room library table; helping set up lunchroom regulations; coming to agreements as to how many people can share in one kind of work; discussing fire regulations; reaching family agreements about playtime, care of toys, time for going to bed . . .)

Finding what general procedures are followed in making laws (Helping set up regulations necessary for effective class living, family living; visiting the state legislature; discussing how Congress votes on bills; finding what it means when the president vetoes a bill; following the vote of a city or town council on a proposal in which he is interested; discussing parent, press, or radio comments on prominent national bills . . .)

Cooperating
in
Enforcing
Laws

Obedying the laws which affect his immediate conduct (Cooperating in carrying out class or home agreements and regulations; respecting property rights; learning to obey traffic laws; finding what to do on streets with stop and go signs; asking about the work of the local policeman; finding what is done by traffic policeman; understanding school fire regulations . . .)

Cooperating in and finding what general organization exists for law enforcement (Investigating game, traffic, other laws which affect his immediate conduct; serving as a member of safety patrol; taking responsibility for self and others in carrying out school policies; finding what work is done by the FBI, the state and local police; discussing current methods of punishing criminals; finding what function is served by judge and jury in court . . .)

YOUTH

ADULTHOOD

Understanding what is involved in evaluating the work of representatives (Discussing the effectiveness of the work of the student council or other elected group in school or college; following the activities of political representatives as reported in the press, magazines; finding how to follow the voting records of representatives; finding how representatives use the formal passage of a bill as a means of informing the public; discussing state or national legislative action on prominent bills; discussing the value of the *Congressional Record* in providing full reports of debates . . .)

Understanding the procedures through which laws are made (Following the progress of an important bill through Congress; discussing the importance of public action in securing support for a bill; discussing the effect of amendments or riders on bills of public concern; considering the purpose and importance of presidential vetoes; discussing press or radio reports of methods through which controversial bills are held up; studying proposed reforms of the Congress; discussing methods through which the Constitution can be revised; discussing methods through which treaties are ratified . . .)

Understanding the general principles and organization through which laws are enforced and cooperating with agencies of law enforcement (Investigating traffic, curfew, marriage, and other laws directly affecting his conduct; finding what laws exist for the protection of the life and prosperity of all; discussing the progress of a case of national importance or local interest through the Supreme Court; discussing proposed appointments to the Supreme Court; considering proposals for reform in penal institutions; investigating the respective responsibilities of state and federal police, district attorney, local and state courts; discussing proposals for an international court, police force . . .)

Taking active part in appraising the activities of local and national representatives (Following the records of representatives; interpreting press reports of speeches, of activity on committees by representatives; deciding when to write to a congressional representative urging special action; deciding when to expect a representative to support the interests of a local group; deciding what congressional action should be expected from minority and majority representatives in Congress; considering the effectiveness of the local government; following the publications of local and national groups in which appraisals are made of the work of representatives . . .)

Taking a responsible part in the making and changing of laws (Following the progress of a bill through Congress; deciding when to write to representatives urging that a bill be passed; considering the effect of proposed amendments or riders; considering the wisdom of presidential vetoes; discussing the action of House and Senate committees in revising bills; discussing proposals to amend the Constitution; discussing proposed changes to harmonize divorce laws, other laws under the control of states; taking an interest in legislation which has no immediate relation to one's personal or economic interests; discussing the effectiveness of present methods of ratifying treaties . . .)

Cooperating with agencies of law enforcement for the protection of self and others (Finding what laws protect property rights; learning local and state traffic laws; finding what income tax laws are in force; deciding what steps to take to appeal to courts in case of dispute; discussing the effectiveness of the work of the grand jury, the district attorney; taking action to secure constructive treatment of juvenile delinquents; performing jury duty; deciding what action to take on proposals for an international court, an international police force . . .)

EARLY CHILDHOOD

LATER CHILDHOOD

**PROVIDING
FINANCIAL
SUPPORT
FOR
GOVERN-
MENT**

Determining
Amount and
Sources of
Income

Determining
Use of
Government
Income

Identifying the main kinds of taxes with which he has personal contact (Finding what is meant by an income tax; finding the purpose of local or national sales or luxury taxes which he pays; owning a defense bond, a postal savings certificate . . .)

Finding the general use of taxes with which he has contact (Finding what is being done with a special sales tax which he pays; finding who pays for public buildings, parks, free school supplies; finding how the policeman, mailman, fireman are paid . . .)

YOUTH

ADULTHOOD

Identifying major issues regarding the sources of government income (Discussing the effects of sales, luxury taxes on various income groups; discussing the issues involved in determining the rate of income taxes; considering the purposes of corporation, excess profits taxes; considering the relation of tax load to widening functions of government . . .)

Understanding major issues involved in decisions as to government expenditures (Discussing reported salaries of various government officials; investigating the proportion of government income devoted to police, fire protection; sharing in community efforts to finance better roads, parks, improved sanitation; discussing the issues involved in national proposals for expenditure of funds on public works, unemployment insurance; discussing proportion of income that is and should be given to education . . .)

Taking action in determining policies regarding the sources of government income (Deciding whether to support a proposed sales tax; considering the value of proposed luxury taxes; discussing national proposals to vary the rate of the income tax; deciding whether to support a proposed state income tax; considering the desirability of enforcing excess profits and corporation taxes; discussing the rate of proposed property taxes . . .)

Sharing in setting policy regarding the use of government income (Taking action to increase or limit the salaries of government officials, of government employees; discussing proposals to limit the national debt; deciding whether to purchase a house in a community where there is a high tax for community improvements; discussing the amount of support that should be given to education; deciding whether to support proposals for unemployment insurance, for national medical care . . .)

Persistent Life Situations in Curriculum Experiences—An Illustration

“Jane bought one just like it, but hers only cost . . .” The group in the corner drugstore, with whose conversation this chapter began, were talking about new sweaters. What should Jane have taken into account in making her purchase? With what persistent life situations did she have to deal? What competences and understandings did she need? What help might have been given by a school concerned with helping learners to deal with their immediate concerns in the light of persistent life situations? The same basic considerations that govern the analysis of persistent life situations also are reflected in the way these situations are dealt with in school activities.

Daily Life Experiences Involve Many Persistent Problems

Buying clothing had been a new and therefore an important problem for Jane and her ninth grade friends. Up to this year most of the group had had allowances sufficient only for incidental purchases and opportunity to make only limited judgments as to clothing under parent guidance. Now, as increasing maturity heightened their interest, most families were allowing greater freedom in the choice of clothes. The school saw in this new interest and increase of responsibility opportunities for many kinds of growth. Aesthetic decisions—style, color, and matching accessories; economic problems—budgeting allowances, deciding on quality, durability, and workmanship, choosing the store in which to buy, reading advertisements and watching for sales, handling money; social relationships—persuading parents to approve purchases, dealing with clerks, discussing plans with friends, accepting or rejecting group fads; health—selecting the weight of clothing suitable for the purposes it is to serve; all these and still other problems were potentially involved. The persistent life situations illustrated through the charts will appear in combination in this way in almost every situation faced by learners. The teacher, guiding the specific learning experiences, helps youth to deal with as many persistent life situations as are significant for them.

*The Persistent Life Situations Which Are Explored
in Greatest Detail Will Depend
on the Particular Group*

Jane and her friends knew a great deal about the phases of budgeting needed to plan wisely for the clothing they wanted to buy. With one or two exceptions they had handled their own allowances for several years. The amount of guidance they had received in deciding on the quality of the goods they bought had been much less. Here was the beginning of a series of new experiences including, among others, the testing of materials in the chemistry laboratory, discussions as to the nature of good workmanship in making one's own clothes, visits to the local factory to see how clothing in quantity actually is produced, and investigation of the meaning of various labels. At the same time, they explored the question of color in clothing—in the art studio there was a display of French prints; in one of the stores visited the shopping consultant talked about color as related to complexion, hair, and eyes; several of the group were struggling with the problem of the wisdom of purchasing school costumes of very delicate colors. With another group of young people, unused to controlling their own funds, the matter of wise budgeting might have been primary and the question of color in relation to clothing might not have been explored so intensively. In yet another group, where there were limited financial resources, the major emphasis might have been upon the durability and suitability of clothing and an extended exploration might have been undertaken of proper care of clothes and of techniques for dyeing, mending, and remaking clothing. Decisions such as these can be made only as the teacher identifies the particular needs of his group. The charts are planned to suggest possible situations faced by learners; they are not meant to indicate the exact nature or extent of the experiences considered desirable for a given individual or group.

Daily Life Experiences Supplement One Another

Jane and her group did not end their exploration of the meaning of labels with their discussion of clothing. They had a related problem in their concern with the refreshments for a class party and

branched into the question of quality and consumer protection in the purchase of food. Here they faced a new aspect of budgeting for which previous learnings had not provided. Few in the class had ever helped to apportion and use group funds. Solving the problem added not only to competence in budgeting, but to considerable understanding of the issues involved in purchasing in quantity. In building toward competence and understanding through one experience those who teach are also building bases for the solution of problems in related areas. Growth in ability to deal with one of the situations listed on the charts as contributing to a persistent problem often results in growth in ability to deal with many of the others..

Similar Competencies and Understandings Can Be Developed Under Very Different Conditions

Jane lived in New York City; but Peter, ten miles from town in Arkansas, also bought a sweater. He also had to balance his budget; but his choice was between the sweater, new batteries for his radio, and special seeds for his garden. He, like Jane, had to decide upon the store in which to buy; but his decision was between the mail-order house and two local stores in the neighboring town. Peter's group, too, spent considerable time discussing how one tells the quality of merchandise; but with them help centered around techniques for interpreting catalog descriptions. In addition, this group took time to explore the ways through which goods are distributed and to learn how to make out an order blank and to purchase through the use of a money order. It is the responsibility of the teacher to help learners deal with those aspects of a situation which are significant to them. The situations on the charts were drawn from both rural and urban areas.

Many Agencies Contribute

Jane and her group did not develop their understanding of the quality of goods in the school alone. Home and community also contributed. Many understandings as to the nature of good workmanship, for example, had already been built by mothers who were accustomed to sewing for their families. In talking with the class on their visits, the factory owner and the buyer in the local store

made their contribution. Sales clerks had made both positive and negative contributions through previous purchases. In studying the charts the teacher will note situations which can be identified as residing in home, school, or community. In working with learners it is his responsibility to capitalize on and build in terms of the contributions of other persons and agencies.

The Analysis of Persistent Life Situations in Use

In the preceding discussion several suggestions have been made for the use of this or a similar analysis which might be made by the faculty of a school. This section will attempt to pull these suggestions together briefly, and the chapters which follow will furnish more detailed illustrations.

A Guide to Situations Faced by Learners

To begin with, the analysis is a guide, not a prescription. As previously pointed out, it is to help teachers to understand the situations faced by learners as they deal with their problems of home, school, and community life. Typical situations of everyday living which learners are likely to face, when studied in relation to persistent life situations, help the teacher to become aware of problems and implications for growth which he may not have previously recognized.

In the first place, the list of persistent life situations may suggest areas in which learners are being given little or no guidance. Some of the persistent problems of Group Membership or of dealing with Technological Resources, for example, may not have been identified as those with which learners are actually trying to deal. Although children and youth will undoubtedly face experiences calling for competence in dealing with the complete range of persistent life situations, it is quite possible for school, home, and community agencies all to fail to give the needed help. The range of life situations indicated in the charts serves as *a guide to balanced development*.

Second, when the teacher identifies an area in which his learners need increased competence and understanding, the group of experiences listed as typical may serve to suggest other activities en-

gaged in by these learners through which help could be given. For each persistent life situation a variety of typical experiences have been given extending from immediate home or school activities to community or world concerns. For example, in the typical experiences faced by youth in securing effective intergroup cooperation will be found such situations as deciding how to coordinate the work of several delegated committees working on a school enterprise, deciding what responsibilities youth groups should share in community life, considering the soundness of proposals to facilitate the cooperation of labor and management, and discussing various plans for international cooperation. Any one of these, or others of a similar nature, might be the starting point for a study of effective methods of intergroup cooperation. As others become focal in the experiences of the group, the interrelationships can be developed.

As a teacher adds personal knowledge of his learners to the typical situations described in this study the value of the analysis will be heightened. For example, the experiences listed as typical of those faced in later childhood in deciding what work to undertake are such decisions as whether to establish a paper route, whether to ask for work as an errand boy, what family responsibilities to undertake. In a given locality the situations actually faced might be whether to act as a caddy, grow a garden, raise chickens, or sell magazines. The teacher, using the framework given here as a guide, and having identified the situations which are most likely to arise with the learners of his locality, should be better prepared to provide guidance and supplementary experiences when they are needed. The analysis is designed to be *a help in identifying related experiences*.

Third, the grouping of typical experiences under four maturity levels provides assistance in identifying the interrelationships among the problems now faced, the type of previous experience which learners might have had, and the way in which the situation might be faced as they grow older. Continuity of development calls for identifying the level of competence which a learner brings to a new situation and the ability he needs to be able to handle it more effectively. Each teacher builds upon what he finds present and toward that which will provide a sound basis for dealing effectively

with future situations that are still more complex. For example, the experiences in budgeting funds likely to be typical of early childhood include purchasing candy, saving for Christmas gifts, and helping to decide how to spend class funds for books. In later childhood there are the more complex experiences of taking responsibility for purchasing part of one's own wardrobe, helping to spend club funds, balancing class accounts in the school store, making decisions as to the use of an allowance. To these experiences youth adds problems such as handling the larger earnings from a part-time job, sharing in more complicated decisions as to the use of family funds, exploring the issues involved in taxes and in the use of government funds. At the adult level the complete problems of family income, the finances of organizations of which one is a member, the expenditures of local and national government appear. In the sweep of typical experiences from early childhood to adulthood given in the charts, the teacher should find help in recognizing what is normal and continuous development. The way in which persistent life situations are faced by learners at different maturity levels gives *a basis for judging continuity of development.*

Fourth, the growing complexity of the situations with which a learner is trying to deal as he matures also gives another guide to the desired direction of growth. While helping him deal with the problem which he is now facing, the teacher, knowing the expanding nature of the persistent life situations of which it is a part, is in a better position to guide learning in such a way as to build bases for dealing with related but more complex experiences. Growth in competence to deal with life situations is dependent upon how clearly teachers and learners themselves are able to see the relationship between present problems and those which demand similar ability. The youth who does not realize, for example, that some of the same principles which operated when he experimented with various methods of dissolving dyes also operate when he tries to remove stains is not making full use of certain basic understandings which he possesses about chemical properties. When the teacher can help learners to see relationships, insight into new situations is often achieved with comparatively little additional study. The listing of the same experience in connection with a number of persistent life situations, all of which are a part of it, also may help the

teacher to see other implications for extending growth. For example, the intermediate child's job as an errand boy is listed as an experience through which he learns something about what comprises the work of the world. It also appears as contributing to his ability to decide what work he shall do, to his understanding of the relation of income to occupation, to his ability to work effectively with others, and to his understanding of standards of work. When the teacher recognizes the need for such related competencies he faces experiences with his learners with heightened insight into the various ramifications which may be involved.

Direction of growth implies growth toward, not away from, democratic values and the facts and understandings necessary to make reasoned decisions in the light of these values. As previously indicated, the analysis implies but does not state either the desired values or the specific facts and activities through which an experience is to be explored. However, two sources of help are found in the charts. Specifically, those suggesting situations faced in taking responsibility for moral choice and in establishing effective person-to-person and group relationships give some indication as to the variety of value judgments which must be made. In addition, the fact that in all charts the experiences stretch out to the problems of national and world responsibility suggests concern for basic democratic values. The analysis, while built in terms of the situations faced by learners, is *a guide to the direction of growth*.

Even within the boundaries of a subject matter curriculum such an analysis serves its purpose. The high school teacher of science, for example, faces the problem of how to make his subject matter vital, meaningful, and of real use to his pupils. This means both presenting the material so that it contributes to the learners' ability to deal with the practical situations on which it has a bearing and using for illustrative purposes situations which learners can identify. The analysis gives help on both problems. While no area is labeled "physics" or "chemistry," the teacher of these subjects will find not only within the description of the situations faced by learners in dealing with Natural Phenomena and Technological Resources but also in the charts on Health, Economic-Social-Political Structures and Forces, and others, a number of situations to which the content of his special field makes a major contribution.

Similarly, the teacher of history or the social studies finds real situations centered around the learners' endeavors to deal with present Economic-Social-Political Structures and Forces and also with areas such as Health, Responsibility for Moral Choices, and methods of dealing with Technological Resources and Natural Phenomena. The persistent life situations suggest major areas of growing competence and understanding to which a particular subject may contribute, while the daily life experiences give concrete examples of typical concerns around which classroom experiences may be developed.

All organized bodies of subject matter are resources, upon one or more of which learners need to draw in dealing with practically every type of situation listed. This is sometimes lost sight of when attention is focused too narrowly on the traditional areas which the subject has been thought to include. The teacher who sees his special subject in relation to the scope of human problems can make it a source of much more vital experiences for his group.

Since each subject area has a potential contribution to make to many persistent life situations, it follows that the needed competence in dealing with most situations will not be developed until various subject areas are seen in relationship. For example, many of the situations faced in "Assuring the Use of Technological Resources for Maximum Social Good" call for scientific knowledge, understanding of social problems, and mathematical ability sufficient to understand the implications of price levels, taxes, insurance plans, and the like. As learners are helped to deal with such situations there are opportunities for cooperative teaching by several departments. High schools which are moving toward "core" programs have realized this, and are making a variety of provisions for cooperative teaching in which work is built around situations of genuine concern to learners and in which subject matter fields and specialists are drawn upon to make a contribution as needed. The analysis can serve as *a guide to interrelations among subjects and the use of organized bodies of subject matter as resource areas.*

A basic use, then, of an analysis such as this is as a guide in studying learners—a help in identifying the persistent life situations with which they may be dealing, and the way in which learners of various maturities are likely to be facing them.

New Materials Based on New Needs

A curriculum developed in this fashion calls for a wide range of informational material. Facts must be available to learners. When the concerns of daily living are the source of school experiences it is not possible to select a set of textbooks for the fourth grade, another for the fifth, and another for the sixth, and to count on these texts, together with some supplementary materials, to meet the learners' needs. At the present time we do not have the wealth of informational material needed to approach situations of everyday living with learners. Much simpler material is needed for children in the lower grades and a much greater amount of material related to present problems is needed in every grade. A wide range of other than print materials—pictures, documentary films, radio transcriptions—is needed.

Analyses such as those included in this chapter give persons who are concerned with preparing new materials a picture of the types of situations with which learners need help, and should prove valuable in building toward the source material which will make for effective teaching. They have implications not only for the preparation of new materials but for the choice of materials for school and classroom libraries. In addition, they raise questions as to the amount and variety of the visual aids that are available. The use of community resources also becomes an important problem. Those who are aware of the range and kind of problems which may be faced have opportunity to plan to use first-hand community resources to solve them.

A Basis for Teacher Growth

Ours is a changing world, and the daily life experiences in which persistent life situations appear today will not be the same as the ways in which they may appear five or ten years from now. New understandings will be called for and even new problems will arise. No guide to curriculum development which is centered in the persistent problems of everyday living can be static. One of the greatest contributions of analyses such as that which has just been presented is to challenge teachers to build their own. Those most closely associated with learners should continue to study them and

to add new insights into the ways in which persistent life situations are faced.

READINGS

- ALABAMA CURRICULUM DEVELOPMENT PROGRAM. Curriculum Bulletin No. 8. *Course of Study and Teacher's Guide for the Elementary Schools, Grades One to Six*. Montgomery, Ala.: State Board of Education, 1941.
- CASWELL, HOLLIS L. *Education in the Elementary School*. Chapter IX. New York: American Book Company, 1942.
- HARAP, HENRY (Chm.) *The Changing Curriculum*. Chapter IV. New York: D. Appleton-Century Company, 1937.
- HOPKINS, L. THOMAS. *Integration, Its Meaning and Application*. New York: D. Appleton-Century Company, 1937.
- JOHN DEWEY SOCIETY. Third Yearbook. *Democracy and the Curriculum*. Chapter XV. New York: D. Appleton-Century Company, 1939.
- PETERS, C. C. *The Curriculum of Democratic Education*. New York: McGraw-Hill Book Company, 1942.
- Santa Barbara County Curriculum Guide for Teachers in Elementary Schools. Vol. II. Santa Barbara, Calif.: The Schauer Printing Studio, 1940.
- Santa Barbara County Curriculum Guide for Teachers in Secondary Schools. Vol. IV. Santa Barbara, Calif.: The Schauer Printing Studio, 1941.
- VIRGINIA STATE BOARD OF EDUCATION. *Course of Study for Virginia Elementary Schools, Grades I-VII*. Richmond, Virginia, 1943.

VI

Developing the Curriculum with Learners

How DO TEACHERS and learners together face situations of daily living? How do they identify the situations of everyday living to be included in the curriculum? Will there be units of work? How will a day's work, a week's work, be planned? How much will be group work and how much will be individual activities? What will the daily schedule look like? How will skills be developed and organized bodies of subject matter used? How does curriculum designing actually take place in the classroom? The basic concepts which underlie teaching procedures and the way in which teacher and children will work together have been developed in the two preceding chapters. Their specific implications for classroom activities can never be shown in their entirety outside an actual teaching-learning situation. The complete answer can only be made by the individual teacher at work with his learners. Nevertheless, it is possible to indicate general procedures and principles which those concerned with testing this concept of curriculum development can translate into practice as they work with learners.

Identifying the Situations with Which Learners Need Help

Above everything else a curriculum developed in the manner described in this volume depends on an understanding of individual learners. Their purposes must be sensed, their needs determined. The teacher must first give attention to methods of coming to know his group well enough to be able to identify the situations which are the most important in their living.

Learners' Expressed Interests Give Clues to Concerns

Much can be learned about the situations which have meaning for children and youth through study of the interests they express. The teacher who takes time to talk with learners on the playground, to chat informally in the classroom, to talk with them on the street or in the store, to look at their playthings and hobbies in their homes can learn much about their interests and the kinds of experiences for which they are ready. The comments of children about radio programs and comic books may suggest the time when the school should cooperate in helping them extend the range of recreational activities. The reactions to a new member of the family may indicate individual guidance needed by one of the group. Repeated teasing of some children en route to and from school may bring the decision to include in the curriculum a consideration of how to meet teasing and circumstances which permit its use. Comments about clothes to be worn for given occasions, about "dates" and relationships with the opposite sex, may point to the need for the school to give guidance in these areas and to the readiness of the group for such help. Discussion about local and national events may highlight the kind of problems which have meaning for different ages and may indicate misinformation and inadequate reasoning to which attention should be given.

The objects children bring to school offer other sources of information as to their concerns. Cocoons, insects, bunches of berries, unusual leaves, stones, and many other things are indications of present curiosity about the natural environment. Mechanical toys, half-finished pieces of construction, various types of handwork, parts of collections give other leads. Books which are being read outside of school, newspaper pictures and clippings which the learner thinks important to show to the group, indicate the trend of interests.

On the playground and in the community, it is possible to gain further insight by noting the games the children play, what they stop to watch, the articles which intrigue them in the stores. Similar insight comes when one knows what the individual child does at home, how he spends his free time, on what he spends his allow-

ance, what he collects or with what he decorates his room. The kinds of work experiences older children are having may indicate readiness to explore vocational opportunities.

All expressed interests will not become part of classroom experiences. Many represent needs which are being met quite adequately through other channels, but out of those which are finding no other outlet may come very fruitful sources of school activity.

Ongoing Activities of the Classroom Give Indications of Concerns

The problems met as classroom experiences develop indicate new controls needed over persistent life situations. The teacher at work with his learners is alert to these possibilities. Consider, for example, the learnings which could come from the activities of one morning in this second grade classroom.

Grouped about a large metal tank of water, several children are trying out newly fashioned, bright-colored boats. "Look! Mine floats!" exclaims Terry. Mary's sailboat stays afloat, but lists heavily. Tom watches anxiously as his ocean liner sinks to the bottom of the tank. "Why does Tom's boat sink?" "What makes a boat float?" Here is a growing awareness of one aspect of the natural environment. Although these children cannot be expected to grasp the physical principles involved, they can be given other experiences with buoyancy which will lay the foundation for more technical study later.

Near-by, a group of children is busily engaged in constructing an aircraft carrier from large blocks. John, who is obviously the leader of the enterprise, is deeply concerned with the problem of finding a way to lower the airplanes into the tank of water. "Do you remember," says Bert, "when we built the elevator of our apartment house last year, we used pulleys? Do you suppose that would work?" This is not the first time this group has brought tools and machines to their aid. The idea is eagerly seized upon, but many problems remain to be solved. The pulleys must be properly attached and the planes kept aloft. Here is an opportunity to develop further controls over common equipment.

Someone suggests lights and a bell for the carrier. Soon a group of children are busily engaged transforming wire, dry cells, and other essential materials into workable shape. Frank who thus far has assumed little leadership in the project is called upon for help. Previous experience has shown that he is good at this kind of thing. Further contacts with scientific and technological resources can come from this situation. In addition, the children are learning when to delegate and when to take leadership responsibilities and how to make use of the "expert."

Across the room, Nancy hovers before the box containing a family of white mice. She fondles one of the babies. Nancy lives in a city apartment. Her persistent craving for a "puppy all my own" has never been realized. This family of mice is serving to satisfy this longing to some degree. As the teacher passes by Nancy exclaims, "I never held anything so little and soft." John pauses for a moment to observe the scurrying feet and nibbling jaws, but his immediate concern is the building of a cage to house these pets, and he has struck a snag. He is not quite sure how a mouse's home should be built. What to do about it? Then he remembers that Mr. Hill, the school custodian, usually can help a fellow with such things. He leaves to get his aid. Emotional needs to establish affectionate relationships with others—pets as well as human beings—should find their place in the classroom when the need arises. For Nancy the school is helping to meet a need which the home does not completely satisfy. Investigation of the satisfactions she is finding in her friendships might be a logical next step in meeting this concern. John and those who work with him are learning new ways in which people can serve as resources. These children are gaining certain concepts of the use and value of specialization and of the dignity of labor.

Several children are putting the finishing touches to the mural which they are painting. Ellen pauses, arrested by the color effect which has resulted when the blue paint she was using dripped accidentally on a bright, freshly painted red flower. Taking a sheet of paper she experiments with other color combinations, the mural momentarily forgotten. This is a new experience for her and very satisfying. Here not only for Ellen, but for others in the group, is an opportunity to expand both aesthetic appreciation and ability to use forms of aesthetic expression.

Jim is working alone, completely absorbed in trying out the recently acquired skill of writing. From a new pencil box he extracts one shiny pencil after another. The muscles of his mouth tighten as he practices with eager intensity. At other times during the day other children will be given help in learning to write, to read, to manage numbers, and to develop, in terms of their abilities, the skills necessary to meet the situations they face.

This view of one morning tells but a small part of the story. Some of the activities had been under way for several weeks, others were new concerns. Some represented areas in which the children had had extended previous experiences, others were problems for which they had little or no background. Some were the concerns of individuals, others were the needs of groups. Yet arising out of the ongoing activities of the group in this one morning can be seen a wide variety of situations which are filled with fruitful learning

experiences. The concerns identified in this situation are not merely the product of the less highly organized primary classroom. With every group of learners allowed freedom to plan and to expand their activities, as varied and rich a series of problems will arise. In the twelfth grade world history class the questions raised by young people who are encouraged to think will cover as many areas and will, as they are followed up, draw upon understandings in as many related fields.

Concerns Appear as Learners Share in Planning

An important characteristic of the classroom just described is the freedom with which children undertake activities and the degree to which they share in plans. Without the process of cooperative planning the teacher who guides a study of the rights and responsibilities of minority groups may, for example, fail to give the group needed help in considering arguments for not having the next class function at a hotel where some members might be excluded because of race and others because of cost; may not know of their genuine concern about parental attitudes toward various religious groups and their own desires to become acquainted with the points of view of these groups; may not sense how this concern touches those in the class who belong to minority groups; may fail to realize that this area can have little meaning for the group at the given time either because of other concerns which are more imminent or because of lack of the experiential background that gives vitality and reality to the problem. Out of their questions, their discussion of what they already know, their suggestions as to what they would like to know or to do and how to go about it, the alert teacher draws his conclusions relative to the areas in which experience is lacking, the skills which are needed, the understandings which are still to be developed, the related problems which might be explored, and the adjustments which should be made to meet individual needs.

Although the teacher makes maximum use of cooperative planning to assist in identifying learners' concerns, he retains leadership responsibilities. Learners' suggestions are not always followed exactly as given nor are the purposes, problems, and needs which they are able to identify accepted as setting the limits of their explora-

tion of a problem. The teacher, as guide, studies the problems faced and by raising questions and making suggestions reveals wider and deeper implications and possibilities. However, learners' voices in the laying of plans are essential if the teacher is to have any assurance that his guidance is as effective as it should be. Letting children share in the planning allows for the use of the real concerns of learners; for fitting experiences to the particular needs of the group; for providing and guiding experiences so they will have meaning for the individuals in the group; for providing the initial guarantee that the desired learning will result. In the sections which follow, more will be said about the planning process as part of the development of experiences.

Participation in a Variety of Activities Reveals Needs and Interests

Coming to know the potentialities of children and youth means providing them time and opportunities to explore. What "free" time does the program provide? What opportunities are there for an individual to follow his own interests? What resources are available for him? Are there on the staff those who have like interests and who can help him expand and explore his own? Are these teachers available when he needs them or are their schedules inflexible? Is there equipment in the classroom for music, for the arts, for scientific experimentation? Are there opportunities for cooperative work with others, for growing appreciation of individual contributions to group living? To what extent is every part of the school contributing to positive learning experiences? To what extent are community resources available?

What opportunities are suggested as a quick trip is made through the halls of a combined elementary and high school?

Mary, a fourth grader, and Joan, a sixth grader, are hurrying through the hall to a committee meeting. They are planning to make decorations for the Hallowe'en party . . . A nine-year-old boy is returning to his classroom with the menu which will be served in the lunchroom today . . . A high school boy is en route to the art studio to secure help on a poster advertising the Yearbook . . .

In the doctor's office, Eddie, who has been absent for three days, is being given a check-up before he re-enters his classroom. Six-year-old Johnny is "doctoring" his scratched finger all by himself. The nurse is

hurrying away to an appointment in a classroom where the children are studying nutrition.

A first grade group is on the playground in the sunshine. Some children are climbing "the highest jungle gym we've ever seen," others are on the seesaws and the slides and one small group is playing tag. Later in the day each of these first graders will have an opportunity to rest on cots in a darkened room.

A few children are leaving each of the fourth, fifth, and sixth grade classrooms to attend a meeting to reach some decisions regarding the noon recreation period. Each member is carrying with him instructions given by his class group. Some of the high school boys have been helping on the playground at this hour. The younger children like the help which the high school boys have been giving, but the middle graders think the boys interfere too much with their games.

Here are opportunities to satisfy health needs, to develop artistic talents, to exercise leadership capabilities, to learn to work cooperatively, and many others. The playground, the halls, the lunchroom, the principal's office, the health office, are all fruitful sources of information about learners' real needs and interests. Here, day by day, are evidences of other situations which they face. Cooperative relationships are needed in the halls, on the playground, and elsewhere, when space must be shared with many others. Here, too, are situations in which older and younger children must work together. Concerns related to health problems can often be identified more quickly in the lunchroom or in the nurse's office than in the classroom. Teachers who observe children's relationships with the custodian or the office secretary learn something of their respect for the dignity of labor and their awareness of the function of specialized workers. Much can be learned about needed ability to use safety regulations by watching children on the playground, in the halls, or crossing streets to and from school.

From situations arising in parts of the school outside the classroom often come the concerns which are the source of extended activities within it. How many vital situations arise depends, however, partly on the freedom which children are allowed in other parts of the school. The school lunchroom can be a means of identifying social needs, health problems, aesthetic interests, or it can be a rigidly controlled situation in which little of real concern to learners appears on the surface. The playground can be a place where

interests and abilities appear, or one in which strict supervision drives these natural tendencies underground. Freedom under supervision is needed in the school as a whole if the situations which have meaning for learners are to be identified.

The variety of experiences made available in the classroom itself also affects the teacher's understanding of his learners and their concerns. The child from a very limited environment will not evidence any particular need for musical or artistic experiences if he has had no taste of what they can mean for him. His potentialities in these areas can be studied only as he has opportunity, time, and material to explore a variety of experiences. In a rural school, it may be the teacher who first raises the possibilities of different crops, of the use of crop rotation, or of fertilizing soils, by bringing into the school environment pamphlets, pictures, or the actual planting of a garden plot. Where homes have provided little by way of experience with the problems of making living quarters attractive the teacher may be the one to bring beauty into the classroom. Children who are not accustomed to reacting to community problems may need to have local papers, community plans, and the like where they can examine them.

Group Relationships Indicate Situations That Are Significant

The individual child can be understood only in relation to those who are part of his environment. Hence another aspect of the study of learners is concerned with group interrelationships: the constituency of the group, the nature of its structure and organization; the forces that impinge on it; the existence of sub-groups; leadership and subordination within the group, friendships and antagonisms, morale, compactness or disintegrating factors; the range and variability in such factors as age, sex, scholastic aptitude, physical traits, academic achievement, interests, recreational activities.

Mary and Peter and Jane and Jimmy are not children growing up in a vacuum. There are other people to be reckoned with. Democratic leadership potentialities, strong one year, may turn into gangster tactics under different group pressures. High intellectual ability may turn from research to ways of getting out of work when the group offers little stimulation. The school con-

cerned with the learner's total growth in ability to meet persistent life situations must take into account the nature of his growth in ability to work and play with others, either as individuals or in groups. In addition it must recognize that his ability or lack of it in these areas may make a fundamental difference in the way in which he meets other problems. The teacher, therefore, in seeking to know the concerns of an individual tries to know the forces in his group which play upon him—the challenges he must meet, the acclaim he is getting, the prowess he is trying to defend, the sources of friendship he has found.

Community Relationships Suggest Needs and Interests

Knowing learners also means becoming acquainted with the social setting in which they move. On entering school the child is already educated to a certain degree. He is a product of all the forces that have affected him up to that time. Teachers must learn what these forces are, the strength of their impact on the child, and their nature, whether wholesome or undesirable.

These forces are to be sought both in the child's home and immediate neighborhood and in the larger community surrounding him. Interpreting the learner to his home and the community as the teacher has come to understand him is a function that every teacher must assume. It is equally important to provide opportunities for parents, scout leaders, policemen, storekeepers, and others to share with the school their knowledge and understanding of learners. Much is to be learned about children and youth through contacts with those in the community who meet them in out-of-school situations.

From persons in home and community also come statements of other important problems in which the learner is involved. A family may be expanding its living quarters and giving the child or youth an opportunity to share in the plans. Financial problems may be causing another family to restrict its activities and all its members may be seeking help on how best to stretch limited resources to cover food, clothing, and other necessities. In another home a high school girl may be taking a major responsibility for younger children after school hours and meeting many situations

involving child care. In yet another parents and children together may share books, music, or art as a hobby. One scout group may be redecorating its quarters. Another group may be mending old toys for children in neighboring hospitals. A Sunday school class may be planning ways of sharing their possessions with children in other lands. Still another may be taking major responsibility for the recreation program involved in sharing the parish house with other youth groups in the community. All these interests need to be known by the school, which in some cases may supplement the home or community program, in others plan to restrict its activities in the given area.

The teacher who wishes to know the home and community situations of concern to the learner needs to have first-hand contacts with the home and community. Discussing the learner with other adults as they visit the school is not enough. The teacher needs to be in the home to sense family activities and relationships first-hand and to see the home surroundings of each individual. First-hand contact with the clubs and youth groups to which the learner belongs, with the neighborhood in which he plays, and with the stores in which he shops is also important. From his experiences in these situations come many of the concerns with which the child or youth needs help. The teacher who is not familiar with the source from which they arise will find it difficult to give effective guidance.¹

All Available Background Data Need to Be Studied

To see learners in perspective the teacher needs to know what they are like, what their experiences were before they came to him, how they have met their problems, and what their backgrounds have had to offer. The child who has a history of illness may need special adjustments in his program; the quiet youngster who has shared in many family responsibilities is able to make a contribution, which might not be recognized early, to the problems of group living faced by the class; the youth whose past experiences have been overweighted with individual activities needs to be helped to become an active group member; the child who has had the oppor-

¹ For a more detailed consideration of community factors significant in curriculum development see Chapter VIII.

tunity in past years to contribute to many aspects of class problems calling for control over natural and technological resources may need to have his attention turned to various questions related to social and economic structures and forces. Previous experiences are the bases on which teacher and learners plan next steps.

Effective cumulative records are one means through which the teacher can come to know the learner. Contributed to by all persons concerned with the learner's growth and development, including the learner himself, they are a valuable resource. To be of greatest assistance to the teacher records should contain a comprehensive picture of the child's previous experiences: group activities in which he has participated, and his share in them; individual interests and enterprises; significant home and community backgrounds and experiences. The teacher also needs to look at the data recorded regarding the potentialities and the present stage of development of each child. Health factors make a difference in individual needs. Estimates of probable learning rate or intellectual status give guidance as to the nature of the activities from which he is likely to profit. Statements indicating his growth in sensitivity to the demands of situations, in ability to set up and use effective methods of work, in the use of fundamental skills and basic understandings in dealing with situations, should also be studied. Analyses of growth and needs in dealing with persistent life situations give added insight. The teacher who is building in terms of the needs of children constantly uses records. As the year progresses and additional data are added, records continue to serve as guides in the choice of experiences. The record which is effective not only provides data regarding past experiences but is a working tool through which present activities are interpreted. Chapter VII, in the discussion of evaluation, gives more detailed and specific suggestions on how such a cumulative record system might be built to be of greatest use.

While each child must be guided in terms of his individual development, another type of background data useful in understanding him is the normal growth tendencies of children against which his growth can be appraised. The teacher who knows normal growth trends not only of the age level with which he is dealing, but also of children who are both younger and older, is more likely

to bring to a particular group of learners the depth of understanding which makes for insight into their development and concerns.

Help in understanding the concerns of children and youth can also be secured by considering the typical situations which learners of various maturities are likely to face. The charts in the preceding chapter give help in recognizing these situations. As suggested, they can be studied to identify the persistent life situations of which learners' experiences are a part; to find related experiences with which learners should be helped to deal; to suggest areas in which competence and understanding are lacking and the kinds of experiences through which they might be gained; to suggest experiences with which learners are dealing but with which they have not been helped; to suggest experiences in which home, school, and community should be supplementing one another's efforts.

Selecting Curriculum Experiences

Not all situations faced by children and youth can become part of their school curriculum. Even if this were possible, it would not be profitable. The function of the school is to supplement, expand, and give help in situations where that help is most needed, and where it can best contribute to balanced growth in ability to deal both with present problems and with the persistent life situations of which they are a part. What principles can the teacher use as guides or criteria as he and his learners choose curriculum experiences and decide how to explore them? As the point of view underlying this study has been discussed in earlier chapters, general bases for choice have been indicated. These merit elaboration at this point, with special reference to the way they would function in actual practice. An important consideration is that the criteria which follow must operate together. Final choice of curriculum experiences rests on the application of all of the criteria.

What Meaning Does the Experience Have for These Learners?

This is the first question which must be asked in deciding on the importance of any situation for the school curriculum. The first section of this chapter suggests ways of identifying the ex-

pressed needs and interests of learners as well as those about which they are inarticulate. Attention can be given to controls which they do not have and to areas in which they are seeking further experience as they go about the daily activities of the classroom, the home, the community. What are they trying to do, but cannot manage? What do their comments reveal about areas in which they lack experience or understanding? What questions do they ask? What do they bring to school about which they ask for information and help? Questions such as these help to identify areas in which further growth is needed and the meanings which these areas have for the learners.

The point of view presented suggests that concerns and interests with which the learner is finding no adequate help should become part of the school curriculum. This is true whether the concern is named by the learner or is unexpressed, whether lasting or transitory, whether within the maturity level at which the learner can achieve real growth or at a level demanding understandings beyond those which he is capable of grasping at his present stage of development. From the mental hygiene standpoint alone, a learner who is struggling with something beyond his present controls, or who is engrossed in an interest of immediate and very great concern, needs to have some recognition given to his problem in order to free him to deal with others.

In the situations for which adequate help is not being received the real problem is that of determining what place the experience should have in the school curriculum in terms of the meaning it has for the given group of learners. Some situations will be dealt with quickly and in general terms, others will be explored thoroughly over a long period of time, still others will be deferred for extended later study. To satisfy what the child is seeking and to help him grow maximally will mean that some experiences will involve direct teaching, others incidental guidance, while still others will be developed primarily through non-school activities, where the home or other agencies are better equipped to give the help needed.

In deciding in which of these general ways an experience will be treated, the teacher must consider what meaning the experience actually has or can hold for learners. While it is always the responsibility of those guiding the educative process to help learners to see

aspects of the problem of which they are not aware, this is done as the new aspect is legitimately related to their purposes. At least three questions need to be raised. A first question is the meaning the situation has for the learner in terms of the insight he brings to it. Attention must be given to the maturity of the learner and to his ability to profit from a more extended study of his problem. There will be times when very vital concerns will be adequately met by a few general suggestions. The little child questioning the need for drinking milk is not ready, in terms of his maturity and the meaning the situation has for him, to discuss food content and values in terms of carbohydrates, fats, and the like. The first graders intrigued with a good model of a steam engine are not ready to undertake a scientific study of steam engines. Nor does interest in the miniature engine have that meaning for them. Opportunities to manipulate the model, to become familiar with pictures of trains, to talk a little about kinds of engines they have seen, to tell about their travel experiences, and to consider various common means of travel are more appropriate curriculum experiences. Even the adolescent, whose mental maturity permits him to bring practically adult consideration to any situation, cannot be expected to reach sound conclusions regarding such social problems as the function of government in the national economy or American foreign policy. Although sensitive to social problems, able to appraise facts and to consider major issues and points of view and the need for expert help, the adolescent must be helped to become aware of the dangers in making final judgments in areas in which one does not have the needed experience and background.

A second question which should be asked in considering the meaning which a situation has for learners is how far logical explanations and more information will be helpful in the situation. For example, little can be done by way of study to help the child who has lost a pet, who is lonesome for his father away on a business trip, who needs to share with others his joy over a playmate's return or his excitement about a new bicycle for his birthday. Similarly, extended study of the causes of weather conditions will not contribute much to the well-being of the class frustrated because rain has caused a greatly anticipated trip to be postponed, nor will a lengthy investigation of the reasons for laws restricting the activities of

minors do much to help a tenth grade group recover from its disappointment in finding that the local curfew regulations will restrict the number of activities possible at its Christmas party. What is needed in these cases is security, understanding, reassurance, and suggestions as to how best to meet the immediate situation. For some high school groups the study of youth needs and how they are being dealt with locally might become an area of study after the immediate problem of the party had been met. However, if this was undertaken it would be because the point of real concern and meaning to the group had changed.

The third question is the extent to which the concern is a transitory interest or one which is more lasting. Bring anything which is different into either elementary or high school classes and a group of children will cluster around raising questions. This does not indicate that each such show of interest should be seized upon to suggest that learners follow up the interest with a series of related explorations. Many times the initial satisfaction of curiosity is sufficient. However, when children respond to a new interest with searching questions and comments suggesting further activity, it may well be followed up and tested in terms of the other criteria. "Where did it come from?" "How did it grow like that?" "That's what we were reading last week!" "Wouldn't it help us if we found out more about it?" "Could the group interested in plants tell us more about this one?" Questions such as these, drawing upon and expanding present interests, give reassurance that the expressed concern also represents an area worth further time. The obviously transitory interest, on the other hand, may well be dealt with quickly by listening to what is said, by giving the requested help or answer.

Within a class group a situation will have different meanings for individual members of the group. There will be differences in insight and in what the learner seeks from the particular experience. In an adolescent group just beginning to smoke, Jim's real concern may be to find ways of meeting parental objections; Bob, who over a period of years has had to give attention to health factors, may seek reliable data in this area; while Mary is debating how to meet the reactions of the "gang" if she does not join them in smoking. Jim's maturity, general ability, and insight permit him to include in his

study an initial consideration of ways of checking on the validity of an experimental study. Mary, on the other hand, may at this stage of her development be able only to carry her study to the point of comparing the results of different investigations and noting the consensus of opinion. It is a part of both the art and the excitement of teaching to provide for these differences in meaning which a common experience may hold for the different members of a class group.² Whether these differences are such as to call for individual rather than group study suggests another criterion to be considered in the selection of experiences.³

*What Does the Experience Contribute
to Growth in Ability to Deal
with Persistent Life Situations?*

In considering the meaning which a situation has or can have for learners the teacher also thinks about the contribution which can be made to growth in ability to deal with persistent life situations. Problems are chosen or rejected, made much of or treated briefly, used as the basis for extended study or dealt with mainly in terms of immediate practical solutions, dependent on the relationship the teacher sees between the present problem and its potential contribution to one or more persistent life situations of which it is a part. The teacher's concern is always with meeting present needs in the way that will make for the most effective growth in ability to meet new situations.

Experiences which contribute only to the immediate and in which little growth is needed for the successful meeting of the situation may have a place in the curriculum if they are a compelling interest, but a place accorded them in terms of the growth they provide. A class which has had many experiences in entertaining parents does not stop doing so because a fairly high degree of competence is attained. However, the third or fourth time this situation is met all hands turn to the practical problem of doing it as effectively as possible and the weeks of planning and study which were appropriate the first time are no longer included. The needs in this situation have been met when the party has been given, the program put on, the parents entertained. Teacher and learners are

² See also p. 319.

³ See also p. 318.

governed in their activities by the nature of the problem. Maintenance of present skills through repeated practice is an important aspect of growth but intensive study of the problem is again called for only when some new demand, hitherto not met by the learners, arises.

As the situations faced by the group are studied, the teacher seeks to identify those which call for an extension of ability to deal with one or more of the persistent problems of living. Contrast two interests of a fifth grade, one in new developments in jet propulsion and the other in learning more about an interstate trucking fleet recently routed through the town. While both concerns might be given some consideration, the latter is the problem which probably should be developed more fully with this group. In addition to the persistent life situations having to do with the harnessing of power and with new means of transportation there are those of trade relations and securing effective distribution of goods. The former problem, however, might be developed quite fully with a high school group for whom the study might contribute to such additional persistent life situations as using resources in keeping with social values and encouraging technological advance. These illustrations should not be interpreted to mean that the number of persistent life situations to which the immediate situation can make a contribution is the most significant factor. The extent to which the learners can grow with reference to the given life situation in terms of their maturity and the extent to which the area of growth is crucial for them at the time are equally important.

Does the Experience Contribute to Balanced Development?

The need for educational experiences which provide for growth in all major life situations has been pointed to in earlier discussions. This suggests the third criterion to be considered in selecting and developing curriculum experiences. For example, an eighth grade in a rural consolidated school may be equally eager to know about new developments for preventing soil erosion which are being tried out in their community and new developments in radio and television being used in the local radio station. If previous experiences of this group have included extended exploration of the latter and

little about the conservation of natural resources, except for the time spent in the fourth grade investigating existing regulations about destroying birds' nests and picking wild flowers, the soil erosion problem may be judged the more important. Provision then would be made for this problem to be studied as intensively as the maturity of the group warrants. This does not mean, however, that the recent events in the local radio station would be entirely neglected. Building on the previous backgrounds, groups or individuals for whom radio is a special interest might follow developments and make periodic reports. The choice of the area to be studied more fully is based upon the amount of competence already acquired. Understanding of radio, as well as of soil erosion, might have been extended for this group, but balanced growth indicates the need to extend competence to all major areas.

Balanced growth does not, however, mean equal growth in all areas every year. Individual differences in interests and abilities make this impossible as well as undesirable. Nor does provision for balanced growth necessarily mean including in the curriculum of a given year one or more separate situations in each of the major areas of persistent life situations. It is not necessary to select one problem which includes study of the ways in which people secure goods and services, a second on how people work together, and a third on the health needs of individuals. A single situation—perhaps a study of existing health and safety provisions in a local factory or the problem of purchasing needed food for a class party—can contribute to all three aspects of growth.

*Are Similar Experiences Being Provided or
Can They Be Better Provided in Home
and Community Situations?*

Stress has already been laid on the interlocking relationship between home, school, and community in the guidance of learners in meeting and dealing with problems of everyday living. Situations which are already being given considerable positive help in home or community are not usually as important for the school program as those which are not receiving such attention. On the other hand, home and community problems with which the learner is not receiving adequate help may well become the responsibility of the

school. The teacher in guiding learners must become acquainted with home and community backgrounds to know which experiences should become the major responsibility of the school and to know how to coordinate the efforts of different educational agencies helping the child meet and deal with situations of everyday life.

Including in the school curriculum experiences with which learners do not receive adequate help in home or community does not necessarily mean duplicating the community activity in the school environment. Such experiences as the school store, bank, newspaper, "city" council, a cooperative, have a place in the school curriculum only when the need for them is genuine and inherent in the school situation. If the frequenting of a candy shop at recess brings with it the problems of crossing a heavily trafficked street and overindulgence in cheap candies, the school may well consider with learners the need for a snack bar in the school. This may be the beginning of a store financially underwritten by the school or a store developed as a cooperative. Each experience included in a curriculum based upon the situations of everyday living must be dealt with as the reality of the situation demands. What is known about learning and the range of situations faced daily by every individual give no quarter to "play acting."

Is the Experience a Matter for Individual or Group Study?

In helping learners select experiences, the teacher looks toward the growth of the individuals within the group through both individual activities and those of the group as a whole. Normally, among the ongoing activities of the classroom—chosen with the criteria outlined in this section in mind—will be one or more in which the class is working as a unit, perhaps one or two which are the concern of the entire group with individuals or small groups working on special parts of the problem, several more in which smaller groups are actively engaged, and some which individual children are pursuing without reference to the rest of the class. Choice of experiences involves consideration of those which meet the needs of the class as a whole, of small groups, and of individuals.

One of the basic persistent problems of a democracy is that of working effectively as a group member. Some values can best be

realized through common experiences. The situations on which the entire class works will be those of concern to the whole group, or to a large part of it. Not all members of a class of thirty or forty will have equal concern in the given situation for it will have different meaning for individuals in terms of their maturity and background of experiences. Nevertheless it is possible and important to identify situations in which all are to some extent involved. Adjustments can be made for differences in concern, ability, and interest by making provision for individuals to work on special aspects of the situation. The child with limited reading ability may not be able to use many resource materials other than pictorial data; his contribution for the present may be in finding needed illustrative material. The child with limited intellectual ability may make his contribution to problems having to do with technological advance through the explanation of the more simple machines. The high school youth who is especially interested in biography may make his contribution to a study of technological advance through a careful study of men and women contributing significantly to that advance. For some the major contribution to growth may be in increased ability to work cooperatively and effectively with others. In a sixth grade there may be a number of pupils who have had very little chance to become acquainted with the important services performed by their city government, others who have had some acquaintance with the city council but who have not been aware of the problems of safeguarding the health of a community, and a third group who have a consuming desire to know more about the operation of various kinds of modern machines. Such varied needs may be met by a study of plans for enlarging the city's water supply, by investigating the way the city disposes of garbage and sewage, or by taking a share in a community drive for fly and mosquito control. Each group may become responsible for that aspect of the study in which it has special interest or special need for further understanding. All come together to use their findings for joint consideration of the problem, each group adding something to its present knowledge about the areas in which the others took leadership. Separate experiences need not necessarily be selected in order to meet adequately the several different needs of members of the group.

In addition to these all-group problems the curriculum should provide for situations faced by individuals or small groups to be explored intensively by those concerned. Individual talents must have their place in the school curriculum. So must special needs for abilities and skills. Within the class also will be individuals who have special interests which are not receiving sufficient encouragement in the home or community. The teacher must help learners to identify both their individual concerns and their interests in the situations of concern to the entire group.

*Is the Experience Best Met by Direct or
by Incidental Teaching?*

Some growth comes about much more effectively through incidental teaching than it does through extended study; some by a gradual extension of a concept through frequent use in new situations rather than through teaching many aspects at a given time. One would rarely, for instance, devote a long period of time to a unit on how to plan one's method of work. This activity is a daily concern and children learn bit by bit as they use the process to solve new problems. It is possible, however, that a twelfth grade interested in the preparation which precedes meetings of the United Nations might well take several weeks to consider what planning means in national and international settings. In this, all that they have learned through practical experience in their school activities would have a bearing. The variety of persistent life situations indicated in the analysis in Chapter V, not to mention the number of immediate daily life situations indicated in relation to them, may well seem overwhelming until the teacher realizes how much inter-relationship there is and how many times a few minutes' help with one problem, through either direct or incidental teaching, also contributes to several others.

The foregoing criteria are guides in determining the nature and place of experiences in the curriculum. In terms of answers made to the following questions the teacher identifies situations most important for the growth of his learners.

Are there aspects of their daily activities in which they display little competence—individual capacities needed to meet more complex

situations; inadequate social relationships; environmental factors and forces which they need to control?

What meaning can the experience have for these learners—in relation to their maturity and insight; in relation to expressed as well as unexpressed needs and interests?

What are the relationships between the immediate problem and the persistent life situations in which growth is needed?

What kinds of growth are needed for balanced development—in areas in which there has been little growth; in areas in which few situations have been encountered?

What situations are they trying to handle, as individuals or as groups, in which little or no guidance from any source is being given—home or community activities which are not guided; aspects of school activities which are not usually regarded as a part of the curriculum? Are learning experiences in the given area reinforced or negated as met in home, school, and community?

What situations do they face as a group—community problems in which they want to share or about which they need information; obligations to the whole school which must be carried out; problems connected with the smooth running of the classroom; reported national or world events they want to explore; other group concerns?

What individual or small group interests or needs are there—special talents which should be developed; interests in special fields; skills which are not adequate for everyday needs; situations which are avoided because needed competence is lacking?

Is the experience best met by direct or by incidental teaching?

Guiding School Experiences

The guidance of activities through which situations will be explored becomes the next problem faced by teacher and learners once the decision has been made as to which concerns are to become part of the school curriculum.

A Definition of the Unit of Work

In the sense that the curriculum developed with learners will consist of unified experiences there will be units of work or experience units. The unit or unity of the study will depend, however, upon the situation actually faced. Units of work in the sense of

projects in which children try to carry forward work which has little or no meaning for them, or projects in which they explore all related areas of a subject regardless of their relevance to the immediate experience, would not be a part of this concept of curriculum development. For example, children planning a school garden would be helped to gather information and develop skills needed to carry out their plans effectively. This would not mean that the gardening situation would become the basis for study of orange crops in California or the growing of wheat in the Midwest. Teachers and learners together determine what is relevant and what is extraneous to the problem at hand. Several of the principles suggested as criteria for deciding upon the appropriateness of the situation as part of the school program also apply here. Information which does not actually contribute to the solution of the problem as the learners face it, although important for closely related problems, may not be appropriate. Information which learners have already acquired through previous experiences will be drawn on, but not retaught. Understandings beyond the maturity level of the group have no place. The art of sensing the learner's real problem is the art of good teaching. Basically it is a matter of putting the child before subject matter. A question raised, a comment made, a revealing action, become the clue to understanding the child, never the excuse to "expose" him to predetermined content. To know when to develop and when to hold back, to know what to discard and what to keep, all this is a part of the task.

The same quality of unity which comes from defining a problem, laying plans to solve it, and successfully carrying out those plans should be found in every school experience. It is as important for the child learning the formal steps in long division to know what he is trying to do, why he is carrying on the particular activities he has undertaken, and when he has reached his goal as it is for the class group to feel a sense of satisfaction when it completes several weeks' study of the nature of cameras and how pictures are taken. The unit of experience, when defined this way, is the series of closely related activities needed to meet any situation faced by learners. It is not a special type of activity applied or used in selected situations or areas of study. It is a concept which applies equally to all aspects of the curriculum.

Determining How Many Experiences Should Be Carried Forward Simultaneously and the Length of Time to Be Spent on Each

The number of experiences which are carried forward within the day or week will vary with individuals and groups. Just as the normal course of events in a day of any person's life is made up of a variety of activities, so several areas of study may be carried forward in the course of a school day. As in everyday living, only occasionally will there be a single unit of experience occupying the complete attention of learners. One "unit" is not necessarily completed before another can be begun. It is quite possible, for instance, for a group to undertake a series of activities related to the lost and found department of the school at the same time as they are making a study of the essentials of a good school lunch, are completing the production of a play for the school assembly, and are following the campaigns for a presidential election. All four may call for intensive parallel study. The number of experiences to be carried forward at any given time will be determined by the number of different concerns which are significant for the group of learners at that time. When the number exceeds that with which the group is able to deal satisfactorily at one time a new situation is introduced—a situation which is persistent throughout life—that of choosing those demands which will be given a preferred place and of deciding when and how the others will be dealt with. Those not selected for immediate intensive study may be deferred to a later time, referred to one or more individuals, or developed just far enough to meet the immediate problem.

Choice of experiences need not be made with a view to providing extended study of every situation selected. Nor need it be made in terms of definite periods of time. The amount of time spent in the study of one situation and the way in which that time is distributed will vary with individuals and groups. A class which offers to publish the school paper faces an obligation that extends for the entire school year. Many persistent life situations will be considered in the course of the year's work on such a project, sometimes involving a decision taking a few minutes, sometimes a study lasting a number of days. A group concerned with the local government

may well return to the study of governmental activities at various times during the school year as situations of concern or potential concern to them arise. This might mean several weeks' exploration of the problems of community sanitation at one time, discussion of the wisdom of existing traffic laws at another, and study of the methods and purposes of taxation at still another. In either elementary or high school a problem might be met requiring a semester's study of a given content field. On the other hand, many valuable learnings may come from rather short individual or group investigations of current interests. The length of time given to each problem, as well as the number studied at one time, then, will be determined by the demands of the situations themselves in terms of the meanings they can have for the learners.

Planning with Learners

Children and youth, in this concept of curriculum development, share in planning their activities. Reference has already been made to cooperative planning as a persistent life problem in our democratic society and to its importance in assuring that learners' purposes are not lost sight of as the study proceeds.

In this planning process, both with learners and before direct work with them, teacher guidance is a vital element. Before planning with a group the teacher does advance planning by way of considering the guidance which will best help the learners to grow in dealing with situations of everyday life. He then brings to the work with children or youth his best judgment as to the possible values of the experience for them. To do this means considering first the questions that were raised in connection with the choice of experiences: What balance of activities and experience will it give, over the day, over a longer period of time; does it represent an area in which learners need added experience; what are the persistent life situations which seem to be involved; is it a matter which should be the concern of the entire group, or is it more appropriately a special project for one or two individuals; is it an area in which home and community are already making strong contributions; what are its potential contributions to learners' growth in the light of other needs? From answers to questions such as these come judgments which guide the teacher's decisions as to the nature of the explora-

tion which should be encouraged when he faces the situation with his learners. These are the judgments that guide his thinking as he helps his group consider whether a situation can be dealt with quickly and casually in the course of discussion, made the beginning of extended study, deferred until a later date, or met with little or no additional exploration.

To the planning process the teacher also brings his best insight as to what might be involved in a satisfying study of the experience at hand. This calls for thinking through the steps that need to be taken in dealing with the situation or problem, the kinds of activity which seem desirable in the light of the situation faced and the maturity and background of the group. For most teachers it is helpful to jot down in writing a possible unfolding of the experience with learners, indicating the sequence of the activities which would seem to be best for the given group in dealing with the particular situation. Back of this tentative plan or projection of teaching-learning experiences is the teacher's consideration of previous experiences which could be drawn upon; of persistent life situations to which the study might contribute; of special needs or strengths of individuals which should be taken into account. Consideration would also be given to needs for fundamental skills, to social relationships, to mental health factors, and to problems involving moral choice and responsibility which might arise either for individuals or for the entire group.

In addition, the teacher would give some thought to needed instructional materials—books and other printed matter, audio-visual aids, community resources, equipment for construction or experimentation. Possible problems of scheduling, of securing needed work space, of arranging other activities to find time for the new endeavor, of securing balanced rest and activity, and a balance of types of activities also need to be given preliminary thought.

The teacher who shares the planning of experiences with learners cannot set up in advance a final sequence of activities to be carried out over a specified number of days or weeks. Unit plans, indicating the general nature and sequence of desirable activities, are held tentatively and used flexibly as the curriculum develops with learners. As teachers and learners plan together, suggestions from the group will lead to changes both in the activities themselves and

in the order in which they will be undertaken. Indications may also be given of new needs, of developing abilities, and of growing interests. Nevertheless, the effectiveness of the guidance given to learners depends to a large measure on how carefully possibilities and alternatives have been thought through in advance. More teacher planning, not less, is indicated if effective democratic leadership is to be given.

Factors such as those suggested in the preceding paragraphs are in the teacher's mind as he advises with individuals and groups. Planning with learners means working out together in some detail the activities which they are going to undertake. Some plans will be concerned with blocking out several weeks' activities needed to solve a given problem, others with the smooth running of a single day or part of a day.

Long-view or unit planning with learners would be done at the beginning of every new activity and at those points along the way where there is need to take stock of progress made and to revise plans accordingly. Time would be taken at first to decide upon the nature of the problem—what is involved in the situation, what the sub-problems are. At this point both teacher and learners offer suggestions. Normally the discussion would lead to a careful delimitation of the area of study—a clear statement of one problem or a series of related questions. Consideration would then need to be given to ways of solving the problem. Steps to be taken, possible sources of help, desirable ways of working, and tentative responsibilities of individuals or small groups would be decided upon. On the basis of these decisions the group would go to work. At intervals small groups or the entire class would come together for consideration of progress and next steps. At these points both teacher and learners may have identified other related problems which need consideration. If these problems contribute to the solution of the original problem or help to expand it to a more comprehensive situation, ways of working on them might well be added to the original plan. If they appear to be extraneous they may be set aside for later study, or, if time is available, made the subject of separate investigations while the original problem is carried to its conclusion.

Day-by-day planning has two aspects, the blocking or scheduling

of the day's activities and the outlining of the more specific details of activities for a given day's work on each problem. As in long-view or unit planning the two aspects of daily planning are cooperatively developed by teacher and learners. As in the larger block planning, cooperative daily planning is guided by the advanced planning of the day's work by the teacher—plans flexibly organized and modified as learners make their contribution.

In planning for the scheduling of the day's work thought would be given to the specific activities and problems which need to be considered for the day. How far along are individuals and groups on their part of the major projects—what time do they need; what difficulties have they run into? Are other activities running smoothly or are they being neglected—has Peter found time for his painting; have the group who started the mural for the lunchroom been giving enough time to it; when are the people who promised to set up the aquarium going to start, do they need other help; yesterday it was agreed that each person would try to write one contribution for the school paper so that the class might choose the best—how far along are the articles; what are the plans of these various groups and individuals to complete their work; are there other things they should have thought of? Is practice in needed skills progressing satisfactorily—have those who had trouble with new words in writing their letters added them to their spelling lists; has the group who promised to look it up found the correct form for a business letter; when are the people who didn't know how to use syllables in spelling going to get together? Are there any special situations to be provided for—are there such scheduled activities as health examinations, an extra assembly; what difference will the meeting of the chorus group make? What routine activities must be planned for—recreation and relaxation periods, times when specialists are free? How can the day's activities best be scheduled for the particular group of learners?

The second aspect of daily planning represents the more detailed consideration of the development of those parts of the long-view plans to be carried out on the given day. The guides to this planning are essentially the same as those governing long-view planning: What are the immediate steps to be taken in carrying the work forward; which of these should be or have already been made

the responsibility of the whole group, of smaller groups or committees, of individuals; what kinds of help will individuals and groups need, how can they best be helped with their part of the work; what materials are they going to need, are these materials available, how can they be secured? Questions such as these are asked by the teacher, in advance of the work with the children, for each separate area of work to be carried on during the day. In some cases the thought given to blocking out the entire experience in the long-view plan will foreshorten the time needed to think through plans for the day. In other cases such thought will need to be given to immediate next steps.

Daily planning with children for the separate activities in the day's program may take place when the schedule for the day is determined, or as each aspect of the work is undertaken. What planning is needed depends upon the stage which their work has reached. For example, planning for the day's work on an activity which is well under way may need only a brief recall of the allocation of responsibilities or a check on progress. On the other hand, initial consideration of a problem will require a planning period long enough to draft a block plan and consider immediate next steps. At various stages in the study of a problem individuals, small groups, or the entire class may need to spend time considering how to get around difficulties or what steps should be taken next. The teacher is always faced with planning for each experience he is to guide, and includes in that planning provision for learners to share in defining the area of study and the way of work. Cooperative daily planning serves not only to project next steps but also to give guidance which helps learners appraise progress and foresee the needs of the day and the adjustments which must be made to meet them.

This represents the planning process with any group of learners. At the high school level, if work habits have developed consistently, the group will be able to block out an initial long-term plan with increased facility and insight. Day-by-day planning should not require so much careful step-by-step work with individuals. In the primary grades the situation will be reversed. A general statement of interest together with a few details may be all the long-term plan there is. Unit planning is in terms of the relative

simplicity of their problems and their maturity. But the few steps taken are important beginnings of growth in ability to plan. Day-by-day planning will be much more carefully done. The responsibility taken by the teacher for suggestions as to scheduling, provision of materials, and help as to methods of work varies with the maturity of the group.

This represents the planning process in any area, in dealing with any persistent life situation. Skills and special activities need to be planned for in the same way as do other units of work. Both individual and group activities call for careful planning. Even within one subject area the teacher in a departmental organization can achieve some of the same kind of growth if learners are encouraged to share in planning activities which grow out of their needs and concerns.

Determining the Day's Schedule of Activities

Larger time blocks rather than many short unrelated periods characterize the program concerned with experiences emanating from life's activities. Exploration of the situations faced in everyday living cannot be fitted neatly into narrow or uniform time boxes. For example, the fourth grade laying plans to visit the local airport in connection with their study of planes may need a block of time long enough to include giving committee reports, making plans for the visit in the light of these reports, and writing letters to make necessary arrangements. Shorter periods which force these activities to be separated may destroy the unity of the experience. Or, take another fourth grade at the point at which they need to learn the techniques of two-digit multiplication, it might be very desirable to have sufficient time to come to some understanding of the principles involved and also to test the ability to apply these principles in a variety of situations. These larger time blocks allow a degree of flexibility that makes it possible to stay with one activity for a long period of time when the problem demands it, or to undertake a variety of tasks when this is more profitable. They also provide for individual differences in time needed to carry out activities and responsibilities common to the group as a whole, or to pursue special interests.

The preceding section has suggested that the process of schedul-

ing and program planning should also be viewed in the light of the learning experiences it can afford to children and youth. Planning and budgeting time, knowing how to attack a problem and lay out a method of work are fundamental problems of living in our society. Learners should have an active part in planning the use of their time. They should be helped to consider a time schedule as both a guide and a definite commitment, to evaluate what is involved in making changes in plans, to plan ways of achieving their purposes without breaking schedules that serve the convenience of many others. Through sharing in building a schedule they grow in ability to estimate how much time will be needed for a given activity, to recognize the value of budgeting time, to meet emergencies, and to assume responsibility for using time efficiently in carrying out plans.

How do such programs look in practice? The following reports the day's activities of one fifth grade.

What Appeared on Classroom Blackboard

9:00-11:00

- Discuss store problems
- Overdrawn accounts of customers
 - Size of orders to place
 - Inability to handle groups of customers quickly

What Took Place

This group was responsible for the store in which the entire school bought such supplies as paper, pencils, notebooks, crayons, erasers, and the like.

The discussion considered such items as steps the store management could take to prevent checks being returned by the school bank, marked "No funds"; how the entire school population could be made aware of their responsibility in this matter; how to estimate, through the records of preceding years, the amount of merchandise likely to be needed and the value of ordering these supplies in quantity; the failure to serve people quickly due to inability to make out sales slips and lack of speed in adding sale amounts. After the discussion, which lasted about an hour, the class broke into several groups—the store management to study the records of sales for the past years, some members to practice on im-

proving addition skills, others to work on speed of legible writing, others to draft a communication to be sent to all customers regarding overdrawn accounts, and still another group to continue posting store accounts.

11:00-11:30

Outdoor play

Some members of the group returned to their classroom for mid-morning lunch at 11:20.

11:30-1:00

Individual work

This period was used in a variety of ways by individuals. John and Mary continued the posting of store accounts. Sue worked in the school library on a special report she was to make to the group at the end of the week. Jim gave time to rewriting the story he wished to submit for the next issue of the school paper. Eight members of the group worked with their teacher to improve their ability to outline materials read. Later in the period six others worked with Miss Johnson on problems of note-taking. Five others spent most of the period in the studio working on a mural. Several spent part of the time doing leisure reading, and Bobby, who had just returned to school after an illness, spent the first hour of the period resting in an adjoining room.

1:00-2:00

Lunch

Most of the children went to the cafeteria for lunch. Since weather permitted, the group spent time after lunch out of doors. A few returned to their room to play games or rest.

2:00-3:30

Discussing use to make of
money made at paper
sale

The group had been considering the welfare agency to which they would contribute the money made at the paper sale. Such agencies as the following had been mentioned—March of Dimes, Red Cross, international relief agencies, local community chest. Individuals and small

groups had volunteered to report on the work of each of these agencies in terms of specific questions which the group as a whole desired to have answered.

3:30-4:00

Planning for the next day

At this period the group as a whole discussed the areas which should be considered on the day following and the time that seemed to be needed for each.

As the group planned for the following day it was agreed that it would be necessary to spend practically all day, other than time for lunch and some recreation, on painting stage sets to meet the emergency of having to give their play in assembly a week in advance of the time originally planned. The program for this group for the next day was, accordingly, a very different one. On the board one found the following memorandum:

| | |
|-------------|--------------------------------|
| 9:00-11:00 | Stage sets |
| 11:00-11:30 | Outdoors and mid-morning lunch |
| 11:30- 1:00 | Stage sets |
| 1:00- 2:00 | Lunch and rest |
| 2:00- 3:30 | Stage sets |
| 3:30- 4:00 | Planning |

It was a tired but satisfied group that came together in smocks at three-thirty to check on progress and make plans for next steps.

Two very different daily programs guided the two successive days of work for this fifth grade—programs determined by the needs of the individuals and the group as a whole, programs made up of activities of concern to the group, programs guided by a teacher who over the weeks and months checked for balanced growth on the part of each individual.

The same qualities characterize the program of the high school working on the same basic principles of curriculum development. The following is a daily schedule of an eleventh grade group.

8:30-11:30

Core program—Continue discussion of evaluation of the soundness of sources of information

This was one of a series of discussions that grew out of widely divergent newspaper editorials discussing the same specific incident. Starting with consideration of how to tell what influences are most likely to be reflected in the policy

of a paper and how to evaluate the suggestions of editorials, the group was extending its discussion to include how to interpret propaganda, what sources provide reliable information, how to use the materials from various agencies of consumer research, and the nature and authenticity of advertising. The three-hour period included group discussion, listening and reacting to two reports, and committee work on other reports and aspects of the problem yet to be considered.

11:30-12:30

Physical education

12:30-1:30

Lunch

1:30-3:30

Elective courses and activities

During this two-hour period the class group divided into sections according to special interests and abilities. Members were to be found in the art studio, the science laboratory, the commercial department, the music studio, in foreign language and mathematics classes.

This is flexible but not haphazard programing. Planning is an integral part of the process of scheduling; but the responsibility for planning has been shifted from more or less remote administrative control to the persons most concerned with carrying out the program—children and youth, and teachers who are working with them.

Exploring a Group Problem

The activities that are undertaken as a group problem is explored, and the teacher's part in guiding those activities are best suggested through a look at several situations as they actually developed with children. For purposes of comparison, activities in a first, a sixth, and a tenth grade are included. No one description

tells the whole story. They are merely illustrative of one problem or unit of work in the total process; other activities were going on during the same day and the situations described are only fragments of the work for the school year.

These are teachers reporting. No specific experience can actually be duplicated in another situation. Those who study the following descriptions of learners in action will not find practices which they can adopt completely for their own needs. Curriculum development, as described in this report, is a creative undertaking for it is dealing with life. The quality of the living always depends upon the individual teacher and his group.

A First Grade Explores Shadows

Joan brushed aside a curl which had fallen across her eyes. As she lowered her arm she chanced to see the queer shadow her hand threw against the white plaster wall. She experimented further, producing strange, amusing effects. Jack, attracted by the procedure, tried out his powers. "Look," he exclaimed, "mine is a rabbit!" Other children joined the contest. "You know what," said Mary, "when I was walking along Riverside Drive late yesterday afternoon, the lampposts made such long shadows and my shadow was so long and skinny." "I like to watch my shadow," exclaimed Dick, "sometimes it is short and fat, and, you know it's funny, sometimes it's in back of me and sometimes in front." "Why don't you see how your shadows look when you go home today?" suggested the teacher. "Then look at them when you come to school tomorrow morning."

The following day brought eager reports and further questions from some children—evidence that there was readiness for and genuine interest in learning more about this aspect of the natural environment. "Why are our shadows different in the morning and at noon and in the evening?" "I know," said Bill, "my father told me all about it. He showed me with a flashlight and a little doll of my sister's why shadows change. The flashlight was supposed to be the sun. When he held it right over the little doll's head, her shadow on the table was tiny just like our shadows are when the sun is overhead at noon. Then when he moved the flashlight to the side, her shadow was long like Mary's was when she was walking home in the afternoon. I could show you if I had a flashlight."

Such equipment was not available in the classroom, but Bill promised to bring a flashlight and Clara offered her doll. The next morning an interested first grade watched as Bill performed his experiment. As he finished, questions arose from a small group, "Why don't we have

shadows at night? What makes night and day? Why does it get dark so early in winter?" As the teacher answered their questions, some children listened with rapt attention. Others wandered over to a small shadow screen which Betsy had brought to school, more concerned in experimenting with interesting shadow effects than with science concepts for which they were not yet ready. The teacher, realizing this, did not attempt to bring them back to the science discussion.

"I wish we had a big, big shadow screen," said Jane, "so big that we could see our whole shadow. Last summer, some teachers studying at the college did some shadow plays for us. They were awful good. They had a big screen taller than themselves. I wish we had a big screen like that." As the group came back together to lay plans, two centers of interest were in evidence. Bill, Clara, and several others wanted to continue their "experiments," while the rest of the group were concerned about a shadow screen. After setting a special time for the teacher to help the young scientists further, the group as a whole turned to the building of a shadow screen. After plans were laid they set to work with hammers, saws, wood, nails, and an old sheet which Sally had brought to school. The "hard part" the teacher did, but there was much that even six-year-olds could do—measuring and sawing the wood, and tacking the sheet on the frame.

New problems arise as purposes are carried out. A very strong light bulb and a long extension cord were needed. Also, the cord must be properly connected. "Otherwise you might get a short circuit and maybe start a fire," exclaimed Ralph. Safety must be an important factor in planning. And so they called on Mr. Brown, the superintendent of the building. The boys and girls were discovering new ways in which people can serve as resources. They were learning the use and value of specialization.

And what fun they had with their shadow screen! How strange and interesting friends looked, seen through this new medium. And what fun to explore its possibilities! Friends became magical shadow people—skipping, dancing, and inventing all sorts of humorous gestures. They bounced balls, tossed balloons, skipped rope, gradually moving from more or less random experimentation to rhythmic movement. Margaret suggested "making up" a shadow dance and playing the part of Peter Pan dancing with his shadow. Joan said they would need some music. Maybe Mrs. Barnes, their music teacher, would help to find the right kind.

At this point the teacher, recognizing the possibilities for aesthetic development offered by this situation, encouraged the group members who had continued to investigate the causes of day and night and had given only casual attention to the shadow screen to return to the group. This they did, caught by the dramatic possibilities. When Mrs. Barnes learned what was wanted she asked the children to show her the kind of

dance it was to be. Requests came for music for their swinging rhythm and for bouncing balls and tossing ballons. Mrs. Barnes played *Rock-a-Bye-Baby* as Gerta rocked her doll in her arms, her fine profile and body silhouetted against the screen. She offered to lend some victrola records to use when she could not be there.

The experience took on a new phase when Peter suggested that they invite the second grade to come and play shadows. Maybe they could have a program. "Bill could do his experiment and tell them how shadows are formed." "We could make up a shadow play and have shadow dances and rhythms."

Now a variety of new problems arose. Entertaining others had not been part of the previous experience of this first grade. And teacher and children took time to find what was involved. After much discussion, plans were laid and the day set. Small committees were chosen to make seating arrangements, take charge of stage properties, greet the guests, and plan refreshments. The refreshments selected were cookies which the group could make. As committees were chosen, thoughtful consideration was given to the qualities needed in those selected for special responsibilities. Minor disputes arose when personal desires "to have that part" conflicted with other personal or group wishes. Guidance was needed when some children tended, unduly, to dominate. Learning to work and plan with others assumed real significance. The shy, self-conscious child must be protected from an audience situation which he is not yet ready emotionally to meet, but he must be included in the way most appropriate and satisfying to him.

At the close of the undertaking they talked it over, identifying satisfactions and suggesting improvements to be kept in mind for the future. And so Joan's chance shadow play on a school room wall extended into the lives of many children, taking root in many different forms.

A Sixth Grade Builds a Map

The immediate problem to which this sixth grade turned its attention was reproducing in one corner of their classroom a large map of the United States. The need for the map arose when the group, concerned about food shortages and difficulties in transportation, began to investigate the nation's sources of raw materials and the reasons for the difficulty in moving them from place to place. "A large map," they said, "would help us to see it." "Can't we get one big enough that we can write in what we want? The printed ones are too small." "If we could get it really large we could see where the rail lines go." "There's lots of room for it in the corner . . . our desks are all up here at the front"—and so the map was started.

Problems of group discussion faced this class from the beginning. Having agreed to use a 6' by 8' space in the corner of the room for the floor map, the first problem was how best to get the largest map possible in the space. Used as they were to discussion, this was a situation where trial and error decisions would not do. How to evaluate each proposal, how to test it to be sure it would work, how to answer a suggestion with positive proof rather than opinion, were techniques several of the group needed to develop further. Jean, who insisted on positive proof that a plan would work "before we waste all that time and paper," held out for detailed planning. Paul who was greatly concerned about the accuracy of the finished map backed her up.

"We could just draw it free hand—Peter's good at copying things and when he finishes the outline we can help fill it in." "No, that won't be good enough, a map is supposed to be exact." "I don't think it would make too much difference." "Yes, it would, how can you measure distances if you don't have them accurate." "And if we want to know about river transportation it makes an awful difference if your river isn't in right." The teacher encouraged further discussion of this point and helped to emphasize the value of accuracy.

The group decided that Jean and Paul were right and that they would take time to lay detailed plans. Out of the series of discussions came the proposal that they use the school projector to throw an accurate picture of the map on their paper. Having made this decision, the next question was which map to use as a basis for work. This evolved into a lively discussion about globes and several of the more common types of projections. It was finally decided to use the projection in their atlas. In determining the size of the map consideration also had to be given to its placement on the floor, and a compass, which was a new instrument to most of the group, was suggested by the teacher as a means used to determine exact directions. This was done only after considerable discussion as to whether it was necessary to place the map with regard for actual direction. Consideration of size also involved the use of simple principles of ratio and proportion and experimentation with the projector. Several of the group had not had previous opportunities to handle this type of machine. Planning was completed by considering the delegation of responsibilities, the group itself, with teacher guidance, helping to make decisions in terms of the special abilities of individuals as well as of the needs of the various members for new experiences.

The map was traced and laid on the floor. Then the group turned back to its original problem—the nation's sources of raw materials and the reasons for the difficulties faced in moving them from place to place. Previous information as to sources of foodstuffs was drawn upon and considered in relation to the problem of graphic presentation. This involved questions of how to show relative amounts, what symbols are

most appropriate, and how color might be used to make the various products easily seen. The problem of what boundaries and surface features should be indicated if transportation was to be considered was also discussed in some detail. This class, in its previous experiences, had had very little cause to carry on a thorough investigation of the influence of land formation on transportation and the teacher, knowing this, supported a more thorough investigation.

Many of the unanswered problems regarding resources and their transportation were solved as the children developed their map and studied it. Consideration of the need to supplement the food supply with products from other countries took them into a study of world markets and transportation. A globe replaced the map as a reference when such questions of transportation arose. The map itself continued to be used in helping to answer casual questions and was turned to in earnest again, several months later, when they became concerned about a reported crop failure and investigated the effect of climate on the growth of plant and animal life—an aspect of the problem of the nation's food supply which had not been considered very thoroughly when the map was originally produced.

Here, in the exploration of one experience of concern to them, the members of this sixth grade faced a variety of persistent life problems. At times one problem was the focus of their work; at other times, two or three problems engaged them at once. The degree to which individuals pursued the several aspects of the concern varied, depending upon their previous experiences. In the process the teacher, as guide, helped the group to refine and clarify their problem; helped to identify other needs related to the problem; and helped individuals to make their appropriate contribution and to secure the added experiences most valuable for them.

A Tenth Grade Studies the Strike Situation in Their City

One morning in the early winter Elaine walked into the classroom, where the tenth grade met for the core program, some minutes late. Several students spoke in chorus, "Elaine, this is the first time you have ever been late. Whatever is the matter?" She explained that she had walked down fourteen flights of stairs rather than ride in the elevator with a strikebreaker. She added, "I walked up yesterday afternoon, too. My sister and I walked up together and it took us about twenty minutes because we had to stop to rest."

Several other members of the group spoke up telling of their experiences with the elevator strike then in progress in the city. Joan said the

elevator in their building stopped on the second floor instead of the first and that all she had to do was to walk one flight, get into the elevator and be taken up by one of the regular operators. Jim said he had talked to the strikebreaker who was running their elevator and that he had found out a few facts. Among other things he learned that the men who regularly ran their elevators belonged to the union which had called the men out on strike until some of their demands were met; that he, the strikebreaker, was not a union man. Barbara said that she was afraid to talk to the new man running their elevator. Still another reported that the Negro elevator man in their house said that he knew whatever advantages were gained from this strike would not be fully enjoyed by the Negro operators.

The teacher listened very carefully to what the youngsters were saying as she attempted to see that individuals had a chance to speak. A few questions were asked as various members of the class told of their personal experiences, and as the teacher listened with almost no comment she sensed a genuine interest and a curiosity to know more about this phenomenon that was touching the lives of all of them. She decided it was time for her to become a more active member in the discussion. She told the group she knew little about the answers to some of the questions they were asking but that she thought all of them working together could learn something about unions, strikes, strikebreakers, and living wages which would help them understand better the situation they were in.

The class accepted this idea and together began to plan a way of including this problem in their total program and a way of working on it. They were at the time giving a great deal of attention to the concluding phases of a study of Great Britain which had arisen out of a desire to get reliable information about her relationships with her colonial possessions. To make a place for the consideration of this important aspect of modern living with which many of the children were having their first direct contact, it was agreed to hold work on the other study until plans were laid, and then to divide the time, studying both simultaneously until each problem was dealt with satisfactorily. They thought some of the work might be done by committees, but if individuals wanted to pursue some phase alone that, too, would be acceptable. Perhaps the first thing to be done was to find materials which could be read by the members of the group. A committee was formed to work with the librarian, and the teacher promised to help find materials. One of the fathers knew a great deal about unions and labor troubles. Could he be asked to talk to them? Maybe two or three students could talk to the elevator men in the school building. They decided they needed to plan carefully the questions they would ask. The daily newspaper would help. Could someone be responsible for clippings of news about the strike?

Feeling satisfied that initial working plans had been made, the group agreed on the next day to begin carrying them out. In her own mind the teacher made a note of the fact that she must begin locating material that afternoon, in order to guide the search tomorrow. Enough material was found in the school and town libraries to make a beginning and this was added to daily by pupils and teacher. A parent came in to talk to the class, and the newspaper was invaluable in helping to follow the progress of the strike. Elevator men of the school were consulted in regard to their views on the matter.

Committees reported on their findings and these were discussed. As members of the group studied and listened and expressed their ideas, they were getting a better basis for understanding a particular incident which touched their lives. Some began to see that this incident could be understood only if they studied past history which made the present elevator strike possible. They explored such questions as the changes which industry had brought about in relationships between employer and employee, the beginning and development of labor unions, and the development of methods of arbitration leading eventually to the passage of labor laws. Teacher and students together read and discussed the Wagner Labor Act and its importance in the present crisis. They found also that they had to know what wages were paid to elevator operators, and what rent and other living costs these operators had to meet. Some individuals discovered that their parents paid for rent alone the full wages received by elevator operators.

There was evidence that the youngsters were beginning to realize there were many organized groups playing a part in life around them. Walter, who had been accustomed to being driven to school in a private car, had had to ride to school on the public bus because the garage men were out on strike. Charles, son of a manufacturer, said his father belonged to an association which helped factory owners protect their interests. He told the group that his father and other men had built and equipped the factory, that it was they who furnished the jobs, and that he thought the owners had a right to decide upon the wages paid. Teacher and students together questioned the basis on which such a sweeping generalization could be made. Several girls recalled the fact that their families bought groceries at the cooperative store in the neighborhood. Previous home and community experiences were drawn upon to interpret the present situation. In the series of discussions which followed, opinions expressed were challenged and individuals were encouraged to test personal experiences against the findings of authoritative sources.

One boy continued his study of labor unions and their origin weeks after the class had turned to a different experience. This was only the beginning of an extended series of experiences, for Edgar's

interest in labor unions was still strong in the twelfth grade. Some of the ideas developed appeared in paintings done by a few of the students during free periods, figures with great loads on their backs, pickets marching up and down, a fight between a union operator and a strikebreaker (one youth had seen such a fight in his own building). Elaine continued to walk fourteen flights twice daily during the two weeks' strike period. This was an intellectual and emotional experience which continued with high interest for about four weeks. Curiosities had been to some extent satisfied and these young people had grown in their understandings of some of the socio-economic factors affecting their lives.

In schools and in classrooms like these, children and youth are carrying on the business of group living. As they plan with each other and with the teacher, as they execute their plans, create, take on responsibility, make choices and judgments, arrive at decisions, they are learning and growing. The individual teachers, to a large extent, assume responsibility for the direction of growth and for the development of the curriculum through which desired growth may be achieved. Selecting and guiding experiences in a curriculum, the basis of which is respect for human beings and faith in their capacity for growth, is necessarily a dynamic process.

A backward glance over the several groups at work suggests essential characteristics of curriculum experiences as they develop with learners. Each experience started with a very specific problem arising directly out of the needs or interests of learners but recognized by teachers as contributing to needed areas of growth. Learners and teacher together were active in the development of the experience. Learners felt free to make proposals regarding procedure and desired results. Teachers in turn contributed their best judgment and mature experience regarding possibilities and implications which learners did not see. New areas were entered as other aspects of the immediate situation took on meaning for individuals and for the group. In each case work on the immediate concern contributed to a growing understanding of a number of persistent life situations, each calling for an extension of understandings and skills. The curriculum which the reader sees developing in these illustrations reflects goals reaching into the future and

provides within its very nature the flexibility which is necessary if young people are to learn how to react to change and use it for growth.

Equally significant is the use made of past experiences and present abilities. In each situation past experience was drawn upon to meet the present problem, but not merely repeated. Children who remembered how something similar had been done before contributed that to the plans. Out of what the group knew came the problems which they yet had to solve. If the activities of individuals and small groups are noted, it will also be discovered that special abilities were called upon and that special needs were taken into account.

The interrelatedness of the forces which affect growth should be recognized. Parents, teachers, friends of the same age, and people and forces of expanding social life affect what happens in the school. There are no general "units on the community" as such in the schools to which the illustrations introduce us. But there is frequent use of community resources and there is assumption that the school has its part to play in and with the community. And at times there are units on specific problems or situations in the community. The teachers recognized that it is the learner in his society whom they are teaching.

Still another important characteristic is that conventional patterns have yielded to natural ways of working. The problem or situation itself is made the determiner of the nature of the activities engaged in. For example, in none of the situations discussed did the children use a set form of recording activities, through individual notebooks or a class log. Notes, however, were essential for the small groups delegated to obtain special information to be reported back to the class. As with other aspects of the development of activities, notes were kept because they had a functional part to play in the development of the activity. They were not ends in themselves. To take another example, no "culminating experience" in the sense of some all-inclusive final activity which reviews and summarizes a unit of work was uniformly in evidence. The culmination came when the problem was solved. The primary children satisfied their curiosity about the sun in relation to shadows and turned to shadow plays. The culmination of this second

problem came as they entertained another class. The sixth grade finished its map and proceeded to use it. For Edgar, work started in the tenth grade was still continuing in the twelfth. The culminating activity of a unit of experience, in this concept, becomes that which legitimately marks the solution of the problem or the handling of the situation. In some cases it may be a play, an exhibit, or some other way of sharing the work with other classes, if that was included in the original problem or legitimately part of it. In other cases the normal conclusion of the work may be a discussion of the ideas gathered. In still others it may be a series of practical steps leading to action, as in the case of a ninth grade which concluded its survey of the breeding places for mosquitoes with a letter to the city health department enclosing their findings. In many cases one activity will lead directly into another and the culminating experience will be a discussion of what has been learned, of new problems to be attacked and how to go at them.

Experiences are guided so that each young person is being helped to live as full and satisfying a life as possible for him at the moment we see him in these illustrations. The teachers were striving toward the development of individual talent and the wise direction of individual energy but wanted each learner to realize that every other human being should have like freedom and opportunity. They were helping to develop respect for differences, respect for work, and respect for high intellectual and moral standards. They guided learners toward discovery of common interests and needs which cut across social, economic, and geographic groups; toward the making of sound decisions; toward the enforcement of laws made for the greater good of all. They wanted individuals to grow spiritually and intellectually and in creative expression and appreciation. They helped to develop genuine zest for living. Teachers and students learned together, using resources within the school and in the world outside.

*Caring for the Individual Who Has Previously Worked in
Areas of Major Concern to His Group*

There undoubtedly will be individuals who upon entering a class find that they have during the previous year spent considerable time investigating situations very similar to those now being

faced and of major concern to the group they are joining. Even within a group which has been together for a number of years there will always be some who, through wide reading or unusual home and community experiences, have much more background than their classmates. How can maximum growth in ability to deal with varied persistent life situations be achieved under these circumstances?

It is important to recognize that when the situation grows out of daily living it is never possible for it to be exactly the same as that which the learner faced before. However, there can be enough similarity that little extension of understandings or skills is required. When this is the case several possible procedures may be followed. One is to draw upon the background of the child who is, in a sense, the "specialist" in the area, so that he has the opportunity of finding how to make a maximum contribution to a group problem through sharing his information with others. In this case the greatest contribution to his learning may not reside in acquiring many new understandings about the problem under discussion but in growth in ability to deal with such persistent problems as how to serve most effectively as an expert, how to communicate ideas easily and meaningfully, how to take and use notes, how to organize materials for sharing with others, how to use varied media in explaining ideas, how to work cooperatively with others, how to gain group status through sound means.

In addition, thought needs to be given to how to provide for related activities which will contribute to other aspects of growth. Other provisions must be made for these individuals after they have contributed their special background of understanding and experience to the work of the group. They should not, after this initial contribution, be asked to continue to work intensively in the area unless the study is of such nature as to expand insight and understanding. Many times further growth can be provided through some aspect of the total problem which the child or youth was not able to study in detail or which the previous class omitted because it was not pertinent to the situation they faced. This can now become his special area of study. At other times it may be that the learner will be encouraged to spend a larger proportion of his time on other group projects. In still other cases it may mean op-

portunity to undertake an individual project entirely unrelated to any group concern, or to join with one or more other learners working on small group interests. The choice which will make for maximum individual growth is the joint responsibility of learner and teacher.

Beginning the School Year

For teachers who have not worked in terms of the situations faced by learners, the beginning of the school year may seem the most difficult time. Once an activity is under way it may be easy to see others following; but how is the initial start to be made?

With children who have spent other years under the same type of curriculum the answer is not very difficult. In some cases the group will have closed the work of the preceding year by recording phases of their activities which they should explore further and situations which they would like to investigate. They will come with questions they did not have time to look into the year before and with others which have arisen over the summer; and even before the group settles down to serious consideration of how best to begin the year, the teacher will have been approached by children with many different requests. From this point on planning takes place much as usual.

In many schools additional time for the teacher to become acquainted with the group before areas of study are selected is provided by giving each class special responsibility for an enterprise involving the functioning of the school as a whole. It is no imposition upon children to allow them to undertake activities which make them a part of the school community while they learn. Such opportunities can be found in the school paper, the traffic guard system in the school and on neighboring streets, a school store or supply room, a lost and found department, an attractive bulletin board listing special school events, a school bank, assistance in the lunchroom, the coordination of assembly programs or the celebration of special holidays, assistance in the library, responsibility for a materials bureau. A class which has such a responsibility may have from several days to several weeks of intensive group and individual work at the beginning of the school year. Often from these activities come problems which become the center of extended

work. The class responsible for the school paper may profitably study local papers and the function of the press. The group concerned with suitable celebration of holidays may never before have had the opportunity to investigate historical backgrounds in relation to present-day meanings and implications. The lunchroom helpers may turn to a study of how to select foods of greatest nutritional value, to how to decide on a balanced meal, or to the changes needed to make the lunchroom an attractive place in which to eat. While teacher and learners work together on these responsibilities there is opportunity for each to get to know the other better and for the teacher to study the needs and concerns of individuals.

Other situations faced early in the year may arise out of the arrangement of the classroom for convenient work. Learners sharing in this process will face problems of how to arrange the desks for best lighting, where to put exhibits or collections, what is the most suitable organization of books, what purposes the bulletin board can best serve, what plant life is suited to the particular room conditions, what is needed to make the room attractive. A seventh grade took the opening days of school to find out what books were in the room and what purposes they best served. From this came several days' discussion as to the value of the encyclopedia, the dictionary, and other such standard references and how they might best be used. In the course of the discussion questions were raised as to how these materials were kept up to date and where one found more recent information. This led to a rather thorough study of the magazines available in the school library and the kinds of information they were most likely to give. One result was a simple card file that was used all year.

At times situations which merit further study center about objects brought into the classroom by learner, teacher, or circumstance. A first grade was presented with a frog and spent considerable time learning how to feed and care for it. In one high school the equipment for work in ceramics had just been provided. Many who had artistic inclinations pleaded to be in the group to receive direct instruction. Events of interest in the community over the summer often leave unanswered questions which may become the subject of consideration for several classes.

A definite source of help to the teacher in studying the needs of

his learners are the records of the previous year. These help in understanding the characteristics of the group personnel, in noting individual interests and needs, in knowing the nature of previous experiences and the responses made to those experiences, in recognizing present competencies, in locating shortages and gaps which former teachers felt were present. Reference to the charts in Chapter V will suggest other experiences which may be important to learners. From such study comes the teacher's practical judgment as to the kind of guidance to be given in meeting the situations which are an integral part of the opening of the school year, the guidance to be given in situations named by learners, the suggestions that should be made by the teacher, situations which the teacher should introduce because of the meaning they can have for the group. The teacher who reads these records before working with learners is better able to make sound judgments in guiding the initial experiences of the school year.

Developing Fundamental Skills

How does this concept of curriculum designing provide for the development of fundamental skills? Will children and youth be able to use effectively the tools which give them command over their daily living? If the chart relating to the development of Intellectual Power is examined it will be seen that a much wider range of abilities has been called for than is sometimes included under the term, "fundamental skills." Such abilities as "Listening," "Observing," "Planning," "Using Appropriate Resources" in solving problems, and "Using a Scientific Approach to the Study of Situations" are suggested as being as important in meeting the problems of daily living as are "Reading," "Using Language to Communicate Ideas," and "Computing." How can learners be helped to build the wide variety of fundamental tools needed to deal effectively with persistent life situations?

What is known of the way learning takes place indicates a program for the development of skills which meets the following criteria. First, skills should be developed through situations in which the learner sees a real need for them. Second, they should be developed through situations as much as possible like those in

which he will use the skill again. Third, the situations should be those through which he can grow in his understanding of the principles underlying his use of the skill. This means a program which capitalizes upon the problems of everyday living in which the learner actually needs the skill. How can the skills needed in these situations be identified? How is it possible to provide adequately for any necessary sequential and orderly development of skills? How much practice will be needed? How can we teach and provide drill so as to develop functional learning of the skills?

Identifying Skills Which Are Needed in the Situations of Daily Living

Every situation calls for effective use of one or more skills. Children and youth continually use skills in the day's activities. They use numbers in counting the cost of refreshments for their parties, in purchasing gifts, in buying books and other school supplies. Their work often calls for measuring, approximating measurements, estimating costs, and keeping accounts. They are learning something of number relationships as they read graphs and charts relating to social questions such as the number of persons out of work, the proportion of well-fed and under-fed families. Graphs cannot be translated by learners who have difficulty with the underlying principles of percentage and proportion. In planning the daily schedule and in carrying out their activities they budget time. From the first grade on children are reading notices on the bulletin board, directions on the library table, captions under pictures, names on possessions, letters to be sent home, and many other messages in printed form. As they grow more mature, the demands of the situations they are facing broaden their reading experiences. They need to consult books to find what different authors have to say, to check an impression or an opinion. Notes may need to be taken on readings to be shared with others. The individual must express himself clearly if others are to understand the information and they in turn must listen critically. The group who are depending upon him for one aspect of their study must be able to read his handwriting and understand his notes. Letters asking for information must be carefully phrased and properly spelled and punctuated. Discussion techniques are needed as groups explore

problems together—how to ask good questions, the meaning of constructive criticism, when to contribute, the need to give others a chance to speak, evaluating varied opinions, when to hold decisions tentatively, how to discriminate between superficial verbalization and comments backed by understanding. And practically all problems call for the objective approach to information that marks the scientific method in the study of situations. Illustrations could be multiplied many times over.

The teacher, as he plans for and with his group and works with them, identifies the skills in which there is lack of needed proficiency. This means identifying the particular aspects of the skill needed in the present situation and determining the techniques that are lacking. It is not enough, for example, to note that Allen struggling with the problem of drawing a map to scale seems to lack the ability to get proportions right. What does he need to know to meet this situation? What command of fractions is involved? What concepts of proportion does he lack? How well can he interpret scales? How ably does he use the four fundamental processes? What concepts of measurement does he have, and how sound are his concepts of distance? Does he have needed understanding of how to use a ruler or some other simple instrument for measuring? Similarly, the conclusion that Janet in grade two, or that Jerry in grade ten, do not express themselves well before a group is too general to be of much use. Have they the vocabulary needed for clear expression? Have they the skill needed to organize words into clear sentences? What errors in usage are getting in the way? To what extent is the problem that of judging what an audience would like to hear? Is there difficulty with pronunciation, diction?

The last illustration points to another important factor that must be taken into account in determining the skills needed in the situation. Lack of proficiency must be interpreted in terms of maturity. One would not hold the same standards for Janet that one would hold for Jerry. In working toward desirable growth, the teacher identifies needed next steps in terms of what the individual is capable of accomplishing as well as with reference to what is demanded by the situation. In some cases the decision may be that the amount of skill required to meet the situation adequately is

beyond the ability of the individual or group, but that certain attitudes and concepts can be attained. A primary teacher, for example, would not deny the child the use of the word "locomotive" in a letter to a friend. Nor would the child be expected to master the spelling of the word before using it. Part of the desired attitude toward the need for correctly spelled words, together with the ability to analyze a word visually—both important in learning to spell—can be built if the word is written where he can copy it. The skill needed in the situation is developed as far as the learner's maturity will permit.

While the decision on how far specific techniques can be developed at any one time must be made by the individual teacher, two sources of help in identifying the nature of the skills needed in life situations can be found in the analysis in Chapter V. The first is in the section on Intellectual Power, which has already been mentioned. This section contains a suggested organization of the persistent or recurring situations calling for fundamental skills and a number of the typical situations in which these skills are needed. However, as noted in the beginning of this discussion, this limited selection of typical situations could have been expanded to include practically every situation on every other chart. The teacher, therefore, can also turn to the daily life situations listed as typical of other areas and study them in the light of the fundamental skills which they may demand.

This preliminary study becomes more functional for any one group of learners when the teacher brings the same careful study of the actual situations that group is facing. Part of the teacher's planning with regard to each new situation, and with regard to each aspect of the learners' activities as exploration of the situation progresses, should include a careful study of the skills needed, the learners' present effectiveness in their use, and the points at which further help is needed.

Providing for the Needed Orderly Development of Skills

The meaning of sequential development, as it is used within a framework of persistent problems of living, is important in the discussion of this question. The persistent life situations faced in

using intellectual power recur at all periods of life, as do any other persistent life situations. Listening, observing, making ideas clear to others, reading the ideas of others, and the like, stretch back into very early childhood. What changes, as the learner matures, is the complexity of the daily life situation faced and the complexity of the techniques and skills needed. When the five-year-old first identifies the letter with which his name begins, he has begun to use a technique of word analysis that he will expand and refine later in both reading and spelling. The process of division does not start in the intermediate grades. It begins when the child first separates anything into two or more parts. Addition has its roots in the first time he says, "Can I have another?" Some conception of the decimal system is gained when Jimmy gets ten pennies in exchange for his dime. Letter writing begins when two-year-old Sally is helped to make her mark on the letter her mother has written thanking Grandma for the new doll. As situations demanding skills become more complex, greater efficiency and more accurate short-cut methods are needed. It is in refining basic techniques that are called for in some form at every level that the sequential development of the skills takes place.

This may come slowly through a series of related situations, each somewhat more complicated than the last, or it may come quickly as a much more difficult task calls for a greater reorganization of techniques. Recent experimentation in the major skill areas casts doubt upon the once current concept that an exact number and sequence of orderly steps is needed by every child.

The teacher, however, must be thoroughly familiar with the techniques which may be needed and the times at which they may be most suitably emphasized. The fact that a first grader draws upon some of the techniques of word analysis to recognize his name does not mean that much emphasis on word analysis and phonetics is appropriate before he has gained enough familiarity with words to be able to identify common sounds when he meets them. As indicated in the discussion of identifying needed skills, it is the teacher who senses when the demands of the situation and the maturity of the learner call for helping him gain increased ability with a technique that he has previously drawn upon only incidentally. The sequential development of skills is not denied by

this concept. The sequence is merely shifted from the logical organization of the specialist or the writer of a textbook to the sequence of the increasingly complex demands of the situation. In the expanding aspects of the problems of daily living lie the possibilities for expanding the learner's concepts about the techniques he is using and increasing his insight into new and more complex aspects of them.

When the new demand is made it is the responsibility of the teacher to start where the learners are and to give the help that is needed to reach the new level of proficiency. In some cases this may mean only a slight re-emphasis, in others it may mean the careful study of a series of steps. Gaps are not left in learners' understanding. And the fact that learners attempt the new technique when they have seen its need and the possibilities for using it means that there will be much more readiness to understand the concepts it involves and to take several steps at a time. Readiness conditions economy of learning.

Growth in skills will continue on into high school, into college and beyond. All the skill needed to meet the problems normally faced by the adolescent and the adult is not called for by the time a child reaches the eighth grade. To try to provide it by that time is to give him practice in isolation where he does not understand the reason for the skill or the ways in which it could be used. Techniques developed in this fashion are not used often enough in the daily life of the child to maintain them at the needed level of competence. As a result the teacher of the high school class in which they first become important finds that very little of the previous learning has persisted. When the elementary school identifies and helps children build the skills they need in the situations they actually face they will go to high school with the ability to use skills effectively in everyday living. This is the sound basis needed by the high school as it helps learners extend these skills and develop the new ones demanded by the increasingly complex situations they face.

Providing Needed Practice

To be helped to recognize that efficient use of a skill is important in a situation, and to be shown what techniques to use, is not

enough. Sufficient practice must be given to make for facility in the use of the skill in other situations.

Part of this practice is provided in the situations in which the skill is actually needed throughout the day and week. Once a child has seen the need for a new technique, no opportunity in which it is called for should be overlooked. Consider, for example, the situations calling for reading entirely apart from any special practice period that is provided for the third grade children who have a bulletin board listing events of the day and long-term plans; who write their daily plans on the blackboard; who receive a letter from an absent classmate; who follow the directions printed in their library corner; who read an announcement for the next assembly program; and who, in addition, are surveying all the materials they can find to learn about the kinds of birds coming to their feeding station and how to feed them. Help in situations such as these will be given consistently.

Some children need little more than the practice gained through daily activities, while others need varying amounts of additional practice time. How much will depend on the individual learner. Some children grasp a principle when it is first explained and apply it effectively from that point on; others need several days or weeks of help to reach the same degree of proficiency. After a process is understood, practice becomes almost altogether a matter of individual needs, but this does not preclude many members of a group from having approximately the same need and working together on it.

The point at which the practice will be given depends upon the time at which the child or group first begins to face a series of situations in which the more complex ability is needed. In the occasional situations which demand maturity well beyond that of the learners, the skill aspect would be solved by the teacher. One would not, for example, attempt the details of long division with a first grader. Help here is more appropriately on the purpose for dividing, the teacher doing the calculation. In the fifth or sixth grade, where the process becomes one used more often, learners begin to need ways of using it effectively.

The scheduling of time for practice will depend upon the activities of the group. In the fifth grade schedule, discussed earlier, part

of the needed practice was secured during the course of group work on the major class activity, the store. In this case the success of the activity depended upon the effectiveness of the children's grasp of arithmetical principles. Other practice was secured during an afternoon period when children worked on a variety of skills and special needs. Sometimes developing a needed skill may become a major activity. This was the case in a fourth grade in which the teacher helped the children to see that their carelessness in taking notes was impeding much of their other work. Everything else was moved to second place temporarily and the group took time to discuss what was involved in good note-taking and to get some practice in this area. Spelling, outlining, summarizing, handwriting, and use of a simple bibliographical form were all involved. After these basic skills had received some attention other activities again became central. But the class continued to be highly critical of the form of each report and continued to identify weaknesses and to get further practice through daily activities which called for the taking and using of notes.

Some practice will be individual, some will be in small groups, some will involve the whole class. In a first grade of any size, for example, initial help in reading is very often given in small groups. Children who are at somewhat the same level of development will work together and will probably meet regularly. At this stage, where so much that is complex needs to be grasped, regular and frequent help is warranted. Even here children will at times work together as a class—on a report of their activities being prepared for their permanent records or on a note to parents—and at times individually on special library books or practice materials. By the fourth grade it is quite possible that only a few children who find reading very difficult may be meeting as a regular group, whereas the others may be coming together in a wide variety of groupings as they meet special problems in the reading they are doing for other purposes. This flexibility would be typical of the grouping used to develop any other skill.

Flexibility in grouping such as this allows individuals to proceed at their own rates and to secure special help as needed. Children who understand a process quickly have better uses for their time than to spend it in drill they do not need. Children who have diffi-

culty grasping it should have special help in situations where the teacher does not feel that his time with them is delaying the work of others.

Materials used will be any which prove of help in explaining the process and in giving needed practice. They will be used, however, in relation to the situation faced and the need of the learner. Seldom will the sequence of the textbook or workbook be followed from page to page. They will become references, used in any order in which learners need them. Textbooks and supplementary books built to serve as references for children are needed if the skills are to be developed in this fashion. When children can look up the correct form for a business letter or the suggested methods of reducing fractions to decimals, they possess tools which aid immeasurably in their use of skills.

The flexibility of a program such as this is not possible unless children and youth share in the planning. The learner who knows what he is trying to learn to do, why it is important, and what kind of practice he needs can take a major share in the direction of his own activities. This does not mean less teacher guidance; rather it frees the teacher from routine supervision and allows him to spend full time giving help.

Planning with learners is done partly through group planning where the teacher helps them identify the skills they lack in the same way as they identify needed information or experiences. Plans are laid to get practice in the skill just as they are laid in following up any other need or concern. Periodic checks on progress through discussion, appraisal of the effectiveness of action, and a variety of informal tests will be made with learners cooperating in the evaluation. In addition, individuals will be helped to make their own plans and evaluations of progress. Individual lists of spelling words may be kept. Lists of frequent usage errors may be made by each child. Special work sheets for practice in various arithmetic fundamentals may be made available. Individuals may be helped to discover ineffectual aspects of their work habits, methods of discussion, or use of resources and may add these to their special list of things to be worked on. When learners take an active interest in improving their own techniques the effectiveness of the teacher's guidance is increased.

Using Organized Bodies of Subject Matter

From time to time various methods of integrating areas of knowledge and relating them to the situations which children and youth face have been discussed. However, at least four questions regarding the use of organized subject matter need to be given further consideration. First, how are children and youth to be helped to appreciate the vastness of the heritage of knowledge which is theirs? Second, how is it possible to ensure that there will not be important areas of knowledge with which they will have little or no acquaintance? Third, how can needed concepts develop when subject matter is drawn upon in such a variety of ways? Fourth, will there be any time at which it is important to study subjects as such; what is the place of history, chemistry, algebra, or any other subject area studied carefully as a body of information?

Helping Learners Appreciate the Wealth of Factual Data Available

The contribution of this concept of curriculum development to learners' appreciation of the wealth of information available is easily seen. From the first grade children and youth draw as deeply as their maturity allows on the various areas of knowledge. It is the responsibility of the teacher to make materials available and to suggest sources of information pertinent to the situations with which they are dealing. It is the further responsibility of the teacher to safeguard balanced development and bring to the attention of learners significant situations of which they may not be aware. This extends the range of acquaintance with the fields of human knowledge. From the beginning areas of knowledge become functional resources which children and youth must use to meet the situations of everyday living. If there is any difference in learners' awareness of the information available to them and their responsibility to use it wisely, it will be in heightened interest in broader areas of knowledge rather than in lack of acquaintance. No field is closed at any time to learners who need to use it and can profit from it.

Preventing Gaps in Information Which Hinder Concept Formation

The proposed curriculum deals with situations which are faced by very small children and continue to be significant in changing and varied forms well through adulthood. Accordingly, contact with the areas of human knowledge significant in dealing with these problems will be long and more or less continuous as learners seek further data needed in dealing with the changing aspects of the situation. Acquaintance with the major areas of human knowledge which make vital contributions to persistent life situations is ensured because the teacher is concerned about balanced growth and makes sure that no persistent life situation is neglected. Gaps are also prevented by the way in which the learners' exploration of an area is guided. The teacher guides experiences in such a way as to help learners develop concepts and understandings which give them bases for meeting new aspects of these situations. This means the kind of study which makes it possible to see relationships within a field and between fields.

It is true that certain facts or specific pieces of knowledge will be neglected. But this is no less true when the teacher has to decide whether to study Iceland or Finland in the fourth grade as an example of a cold climate, or when the high school youth is asked to choose between physics and chemistry or world history and problems of democracy in the high school elective program. No person can acquire all of human knowledge. Choices must be made. The question remains, "What knowledge is of most worth?" The point of view presented in this report places emphasis upon basic generalizations and understandings rather than upon facts as such. It recognizes that such understandings may be derived from different experiences and different bodies of subject matter.

Knowledge for its own sake, completely unrelated to the interests and concerns of living, would find no place in this curriculum. This, however, does not deny the contribution to securing balanced emotional satisfaction in living which comes from exploring an area thoroughly. To be able to read Greek, to be able to perform the computations of higher mathematics, or to be thoroughly familiar with the history of antique furniture may be just as important a

satisfaction in living as to draw, paint, or play the piano. These may be interests and concerns of individuals which need to be met as truly as do the needs of these same individuals in such areas of common concern as adequate food, money management, or working with others. However, the study of Greek, antique furniture, or higher mathematics is undertaken because the need for these in the lives of the learners is understood. These areas of knowledge are not studied for their own sake or because traditionally important.

Developing Concepts

The question of how concepts develop has been considered in relation to the discussion of how children learn. If concepts develop gradually as the learner applies previous generalizations to new situations and as he is helped to see new implications, then the curriculum which over a series of years returns to the same problem at a more complex level and helps the learner to see meanings of which he was not capable before should make a fundamental contribution to his development of generalizations and understandings. Here again the guidance of the teacher is all-important. Through his help, as they consider situations confronting them, learners enter upon experiences which challenge them to broaden their concepts. As the teacher helps them analyze these new activities he helps them draw new conclusions and extend the meaning of generalizations previously made. As occasion arises there are opportunities to test these new conclusions in action. The teacher also recognizes that part of his responsibility in concept formation is to help the learner to break through some of the watertight compartments which occasionally exist between home, school, and community experiences.

The way in which understandings expand as the same persistent life situations are met in new experiences can best be seen, perhaps, through observing children at work. Consider the increased understandings which are involved as a class in the second grade and again in the sixth deals with the problem of earning money and carrying on work experiences. At one time the group is concerned with securing money for Christmas gifts for the service people in the school; at the other with a contribution to the Red Cross. In both cases there are altruistic motives.

The purpose of the second grade was to be able to give Christmas gifts to the various school helpers from whom they asked so much. Parents' assistance was enlisted and almost without exception the mothers and fathers entered enthusiastically into the undertaking, offering valuable suggestions as to possible and practical jobs which might be undertaken by the children in the home. Children, parents, and teacher discussed appropriate compensation. It was found that men doing such jobs as removing leaves and snow were receiving about forty cents an hour. The children decided that an hour's work from them would not be equivalent, and that they should not expect so high a rate of pay. Payment for those jobs which children rightfully assumed as members of cooperative family living, such as putting away one's toys and hanging up one's clothing, was discouraged.

From time to time jobs undertaken were reported upon. Children and teacher discussed whether one should be paid when a job was left unfinished. Children were helped to plan sample time schedules which would allow jobs to be finished and favorite radio programs still to be heard. Alice told about the time she did her work too fast and had to do much of it over. Jerry and Ed, who lived next door to each other, compared methods of raking lawns. Standards of workmanship were developed and some understanding of responsibility for the job undertaken was built.

Shopping for the gifts drew upon other understandings. Prices had to be considered and balanced against the total budget. Much was learned about costs as price tags were examined. Many calculations were needed as store counters offered new suggestions. And gifts had to be chosen in relation to the personal preferences of those receiving them.

In the sixth grade this group again faced a problem of earning money in order to do something for others. Community activities related to the work of the Red Cross and other relief agencies had been a great source of interest to them.

Jimmy, who had been evacuated from China a year before, had something very real to contribute. News reports, radio comments, and community advertising also served to increase the interest of the group in the welfare of people whom they did not know. Under the leadership of Jimmy and others, they decided to make their own contribution.

At a series of class meetings plans were laid. Jimmy announced that he had found a place where he could buy chocolate bars wholesale at one cent less than the ordinary price. After some discussion of the make of the bar and the quality of the chocolate, and some estimation of possible income, Jimmy was delegated to organize a group to sell the candy.

Under Jimmy's leadership, chocolate bars were put on sale once every week at noon for a semester. The personnel managing the sales changed

several times. Every worker of the group learned something about wholesale buying. After several weeks George announced that he had found another wholesale house in which candy could be bought more cheaply. After careful testing of both products the children decided not to change as their first bar was more popular with their clientele.

The children accepted the responsibility for keeping accounts, for placing in the office safe the money collected, and for making advertising posters. In giving guidance, the teacher considered the experience with numbers, the desire for artistic posters, the willingness to accept responsibility. Not all of the group participated in the project at the same time. Problems of timing had to be worked out, but these activities were considered a legitimate part of the regular school day.

Having earned a substantial sum after a period of twelve weeks, the group terminated their money-making activities, and attention now turned to the question of which relief fund to support. After careful investigation it was decided to divide the money among several of the major funds.

It is through helping children meet new aspects of the same persistent life situation that concepts are gradually expanded. The understandings about purchasing needed in these two situations had moved from gross price discriminations to understandings regarding price in relation to quantity and wholesale buying. Relationships with other people had grown from parents as the source of earning money to the entire school population as the source of income; from responsibility for those in the immediate environment to responsibility for those in other parts of the world. Needed computation changed from skill in simple addition and subtraction of actual money to keeping accounts and estimating income. In each case the new understandings were developed in terms of the problem faced. As the children continue to deal with new experiences these understandings will be drawn upon and expanded still further.

Studying a Subject Matter Area as an Organized Body of Knowledge

That subject matter will be an integral part of the experiences of learners is evident from the preceding discussion. At any and all levels problems arise which call for the use of subject matter from one or more of the fields of human knowledge. The occasion may be the first grade's need to find how to care for their tulip bulbs, the

fourth grade's desire to show the first Thanksgiving as their part of the Thanksgiving program, the ninth grade's interest in tracing world trade routes, the twelfth grade's concern about the development of the modern drama. The fields of agriculture, history, geography, and literature are resources in these situations. Subject matter is used as needed to meet the particular problem. As learners work on a single situation they may draw upon several subjects or from a single organized body of knowledge. Extended study may at times be carried on in one area of human knowledge when concerns and situations of daily living cluster in that area. For example, girls who are going from high school into their own homes may well supplement other activities with more concentrated experiences in the area of home management. The boy who is looking forward to managing his father's farm may have many problems that can best be considered through work in the field of agriculture.

But what place, if any, do the organized bodies of knowledge commonly called subjects have in this point of view? Do they have any place other than as resource areas to be called upon as needed in dealing with situations of everyday living? When is the systematic study of a subject appropriately a part of the curriculum of the elementary and secondary school? For some learners there will be times when it is desirable to study a subject matter area as an organized body of knowledge. In a world in which an understanding of other peoples is vitally important, some high school youth will need to explore one or more foreign languages. The youngster just mentioned, who is planning to assume responsibility for the management of his father's farm, may find needs and interests developing in the field of chemistry that make it profitable for him to undertake systematic study in this area. Some members of a group which has been giving much time to the study of current social problems and drawing upon various aspects of history for perspective may find it valuable to give time to historical backgrounds in chronological sequence. There will also be individuals with special talents and interests who should be given opportunity to develop them—special ability in music or art, a long-standing interest in archaeology and the lives of ancient peoples, special concern about the chemical aspects of the natural environment.

The systematic study of bodies of subject matter as organized by

the specialist will have a place for some learners in the elementary and secondary schools and not for others. Different subjects will be appropriate to the needs of different children and youth. The length of time given to the study of a subject will vary with individuals. The proportion of the total educational program to be given to such systematic study will be different for different individuals. The time at which such study is included in the curriculum will not be at the same period in the school life of all individuals. The basic criterion governing decisions as to the appropriateness of systematic study of a subject as part of the curriculum for a given learner is whether he is sufficiently sensitive to fundamental situations of living and has had enough guided experience in dealing with them to be able to recognize those parts of the organized body of subject matter which are pertinent to his needs and to reorganize the material functionally for his use. This criterion applies equally to the study of higher mathematics by the student who is interested in engineering as a vocation and by the student whose interest is purely recreational and personal. Whatever the concern may be that brings a learner to the study, this criterion must be met if the work is to be functional for him, and if time and energy are to be allocated to it on a sound basis.

In all probability meeting this criterion will mean that for most students systematic study of subjects will come much later in the school curriculum than is now generally the practice. For many it may not come until work in college. For others, with special types of interest and competence, there may never be need for the study of a subject as organized by the specialist.

Providing for General and Special Education

Guidance in meeting persistent life situations calls for both general and special education. The normal situations of daily living call for a gradual increase in general competence and understanding. The guidance given in developing the understandings and abilities needed by people as they meet these everyday situations of living may be thought of as general education. In addition each individual will face situations in which, because of special talent, interest, or vocational choice, a different or greater degree of com-

petence is demanded. These are the situations calling for special education. Clearly the two—general and special education—are not mutually exclusive. Learning to use the tools which are regular household equipment—hammer, saw, screw driver—may also be a part of learning how to use the tools of a trade which is an aspect of special education for some learners. Learning how to write clearly and effectively may be general education for one individual and part of special education for the student who is interested in writing as a profession or an avocation. Dealing with the situations met in developing special abilities in art or in learning to become a stenographer include such competencies of general education as working effectively with others, expressing ideas clearly, keeping well.

The fact that any persistent life situation may be faced in an experience calling for the development of special competence means that the work of the elementary and the secondary school will include both general and special education. The situations of everyday living met by the elementary school child call primarily for guidance in the field of general education. But there is need for the elementary school to give help in areas of special ability and talent, in hobbies, and in special interests. The child needing guidance as he undertakes a part-time job after school must as truly find that help in the elementary school as he would find help in answering other questions. As the high school youth approaches the time when he is concerned about securing a position or managing a home the curriculum may provide supervised work experience, special vocational preparation, or experience in home management. As these aspects of persistent life situations related to deciding what work to do and to providing good conditions for carrying on that work become focal in learners' lives, it is appropriate that they assume a larger part of the curriculum. Effective guidance in general education always takes care of specialization within its framework. As individuals mature, interests, abilities, and concerns become more specialized and there is need for increased emphasis upon guidance through special education. But there is a continuing need for general education as the aspects of persistent life situations which are the concern of all people continue to grow in scope and complexity in adult life, as they extend to include the world as a community.

Working Under Various Types of School Organization

The school organization which lends itself most readily to developing this type of curriculum with learners is that of the self-contained class group under the guidance of a teacher who understands and knows the members well, and who has available the help of teaching specialists ready to advise in terms of the particular contribution which their area of specialization makes to the problems of the students. Many elementary schools are now working under this type of organization. A number of secondary schools are moving in this direction through the core program. But many other teachers and learners, at both the elementary and secondary levels, are working within the frame of varied forms of departmentalization. What steps toward building this kind of curriculum can be taken when children and youth go to a different teacher for each of a series of subjects or when they work with one teacher for from a third to a half day and meet with different subject matter specialists for the remainder of the day?

Teachers who have come to know learners and the problems they actually face can do much toward guiding them in terms of this point of view no matter what the pattern of school organization may be. The teacher meeting a group for an hour a day and charged with the responsibility of acquainting them with an area of subject matter can start by asking, "What situations do my learners face to which this field makes a significant contribution?" "How does this field touch the lives of my group?" It is not necessary, for instance, for the science teacher to start the study of electricity with abstract definitions of terms. Children and youth are handling electric wires, trying to set up stage lights, helping parents fix electrical appliances at home, building radios. Here are situations in their lives which can become the starting point for further study. The teacher of business education, likewise, can draw upon the entire economic world with which his learners are dealing. The teacher of typewriting can ask: "Why do they want typewriting? What do they want to know about it? What are their problems?" The shop teacher has as a resource all the kinds of construction at home or in the community which learners are trying to do. The teacher of a

foreign language utilizes interest in the civilization of the country as it is reflected in the form of its language and its literature. The mathematics teacher has the many situations of everyday life in which computations are needed—housing, budgeting, surveying, estimating costs, deciding whether to purchase on a deferred payment plan, and the like. The chronological sequence of history also makes its contribution to present problems. Some of the questions raised by learners about modern Greece cannot be answered without going back into ancient times. The high school youth's concern about the function of government in the control of industry needs the perspective of the rise of our modern business structure. Young people who are interested in the deposing of royal families may need to go back far enough into feudal days to understand the historical position of the monarchy. The teacher, knowing the background of his particular group, says, "How does this touch the lives of my learners?"

When the situations actually faced by learners are used as the starting point for study there will be much greater flexibility in the way in which children and youth are introduced to and encouraged to study a given subject field. The sequence of their experiences will change from an organization in terms of the logic of the subject to an organization based on the demands of their problems. It will sometimes mean that certain parts of a subject field should be omitted for a given group of learners. At times cutting across subject matter lines will be indicated. At this point teachers of different subject areas may find it possible to coordinate their efforts so that learners are helped to bring the subject matter of several fields to bear on related aspects of one problem. The core programs of the secondary schools and the self-contained classroom or semi-departmentalized organizations of elementary schools, of course, lend themselves even more readily to the development of interrelationships such as these.

Discovering ways in which the field which is his special responsibility can make a contribution to the problems actually faced by learners and to the persistent life situations which reside in it is an important step which a teacher working under any form of school organization can take. In addition, much can be done to help learners develop in ability to work cooperatively, to use a scientific ap-

proach in the solution of problems, to make their maximum individual contribution for their own good and for that of the group, to grow in their ability to deal with their world. Every teacher can give children and youth an opportunity to share in the planning and carrying out of experiences. Some flexibility in scheduling and pupil responsibility for effective use of time is possible even within the boundaries of a forty-five-minute period. While it may be difficult to achieve, a functional program for the development of needed skills can be built. Individual and small group concerns within a problem area can be provided for. More effective use of community resources and of specialization within the school is possible. Above all, every teacher can work toward knowing learners better, toward understanding both their expressed and unexpressed needs, toward knowing their capacities and limitations, toward understanding the homes and community from which they come, toward seeing their problems in relation to the persistent life situations of which they are a part, toward more effective use of records and other means of sharing information about learners so that all concerned with their guidance—other teachers, parents, community members—may make a greater positive contribution to their growth.

READINGS

- BOWEN, GENEVIEVE. *Living and Learning in a Rural School*. Chapters V, VI, VII. New York: The Macmillan Company, 1944.
- CASWELL, H. L. *Education in the Elementary School*. Chapter VIII. New York: American Book Company, 1942.
- DRISCOLL, G. P. *How to Study the Behavior of Children*. New York: Bureau of Publications, Teachers College, Columbia University, 1941.
- GILES, H. H. *Teacher-Pupil Planning*. New York: Harper & Brothers, 1941.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERVISION AND CURRICULUM DEVELOPMENT. 1945 Yearbook. *Group Planning in Education*. Washington, D. C.: National Education Association, 1945.
- NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. *General Education in the American High School*. New York: Scott, Foresman and Company, 1942.
- STAFF OF DIVISION OF CHILD DEVELOPMENT AND TEACHER PERSONNEL. *Helping Teachers Understand Children*. Washington, D. C.: American Council on Education, 1945.
- WEBER, JULIA. *My Country School Diary*. Chapters I, VIII. New York: Harper & Brothers, 1946.

VII

The Whole School Contributes to Curriculum Development

"WE'LL PLAN to go to the power plant on Thursday. Our program can be readjusted so that we can have the morning free and Mr. Deane has cleared his schedule in the science laboratory to go with us. . . ."

"What can we do to help our youngsters develop consistent ways of behaving? The lunchroom situation is tearing down everything we are trying to build. There is little or no regard for others. They dash to be first in line, they shout across the room, and at times they have actually thrown food. . . ."

"I like these parent conferences. If I'd had a child like Bobby in the school I taught in last year, I should have had to send out failing grades regardless of his limited ability. It's such a satisfaction to be able to talk over the actual records of his progress with his mother. And Miss Boston never confuses parents by her suggestions; she really knows the children and what we're trying to do. My other principal . . ."

"Couldn't we have globes and maps in one central place where we could all get at them? My youngsters don't need the globe every day but we would like to be able to get to it as we need it. . . ."

"They could manage the supply room and get a lot out of it if we would help with some of the reports and clerical details. . . ."

These are teachers at work, planning how best to guide the activities of children and youth. What they can plan and carry out successfully depends upon many factors: the general organization of the school, the degree to which teachers in various units of the pro-

gram work together, the availability and the nature of the cooperation of specialists, the flexibility or rigidity of schedule and program, the nature of staff and administrative relationships, the method of evaluation used, and others. The whole school influences the developing curriculum.

The entire life of the school affects the learner's freedom to realize his purposes. The child's need for a balance between rest and activity cannot be met in the school where classroom experiences are primarily "quiet" work, or the schedule of the entire school provides poorly spaced or infrequent play or physical education periods. The work of the high school committee responsible for setting up the stage lighting for a class play may be affected by the freedom and opportunities afforded them to consult the specialist in art as well as in science, to move easily and without unnecessary administrative detail between classroom and assembly hall. The able sixth grader who is ready and anxious to pursue the study of a local community planning project through avenues not used by his fellows may have his purposes thwarted unless he can plan to work in the adjoining high school library and to confer with selected townspeople. Each part of the school and its total organization should facilitate the growth of children and youth as they work on their concerns of everyday living.

The contribution of the various aspects of the school program may be positive or negative. The group which is learning to plan and work cooperatively is hindered rather than helped in the studio or shop where preconceived plans are dictated by the specialist. A similar situation arises when children coming to understand the real meaning of "freedom" in their classroom are required to march in rigid lines in the halls. Conflict is created in the minds of youth who, in their study of pressure groups, have recognized the worth and rights of the individual and yet find themselves disciplined without opportunity for explanation. The clerk answering questions in the central office is a potential teacher as truly as is the principal. Learning grows out of the interaction of the individual and his total environment. It cannot be circumscribed by any externally determined boundaries. Curriculum development which has unity and continuity, and experiences which reinforce one another in building toward democratic values result only when those who

educate recognize the interrelatedness of the various aspects of the school program and the need for each part to supplement the other.

The school is the learner's immediate community and its several parts can afford opportunities for many significant experiences. Children and youth whose activities are largely confined to the class group, who have only more or less casual contacts with other parts of the school as they go to and from the classroom, are being denied some potentially rich experiences which reside in the school community. There are opportunities to learn to work with those who are older and those who are younger; to come to some understanding and appreciation of the work of the various members of the "school family"—the custodian, the principal, the chairman of the PTA; to gain in ability to work cooperatively with mixed groups in the interest of the whole school through the activities of the school paper, the student council, the school store and bank, the lunchroom, the all-school committee on assemblies and programs, the lost and found department, the safety patrol; to use aesthetic interests in the landscaping and upkeep of the school grounds, in the arrangement of pictures and decorative pieces in the halls. The school community offers many opportunities for growth as learners deal with problems of everyday living which extend beyond the classroom to the larger school group. These opportunities have a real place in curriculum development.

How can the whole school work together in the interest of children and youth? The following pages consider some of the factors which need to be taken into account if each aspect of the school is to make its full positive contribution.

Functional Grouping of Learners

When our concern is to help learners deal with the situations which they face in everyday living so as to build toward desired social values, any method of "ability" grouping must be questioned. While the development of units of work, as described,¹ allows at times for concentration in one area where skill is lacking or information needed, such concentration is usually part of a larger project which calls for many other aspects of growth. Similarity of

¹ See Chapter VI, p. 321.

ability in any one area does not guarantee a group similar in all the other capacities which may be needed to deal with one problem. Further, the suggestions for the development of school experiences have emphasized that one experience contributes both to the growth of the group as a whole and to the development of the individuals within it. Diversity of growth in terms of individual needs rather than molding all learners into one pattern is the objective.

To separate learners according to any single predetermined criterion of ability is also incompatible with our faith in the efficacy of democratic processes. Many of life's most significant experiences bring together individuals of widely varying abilities and draw upon different talents and interests. We believe that each person is worthy of respect as an individual and that each working cooperatively with others and using his individual talents to the best of his ability can make a contribution to social welfare. Children and youth who are to grow up willing to act in terms of this value need to have experiences in groups in which abilities and interests vary.

Grouping is not to be thought of as an end in itself but as an instrument to be used in the best interest of the learners' growth. It is a means of bringing together the learners who can best work together so that maximum growth will result. Providing for maximum growth means grouping which gives freedom to work with those who have common interests, face the same problems, or have the same needs. It also means grouping which takes account of the individual's need for secure social relationships. Development of adequate bases for grouping must consider the kinds of situations which individuals face, the desired direction of growth, and the factors of security and belongingness essential to every human being.

Every Learner Needs a Feeling of At-Homeness and Security in His Group

Study of the concerns of children and youth indicates that learners of approximately the same maturity have similar needs and interests. This suggests bringing together children of about the same maturity regardless of exact chronological age, intelligence, social, religious, or racial backgrounds. Maturity, as used here, is best defined as a complex combination of factors for which there is no

standard formula except the best judgment of experienced persons. In some cases the learner will have relatively even development. In other cases special strengths or weaknesses in such areas of growth as social adjustment, physical development, intellectual power, will enter into the judgment as to the degree of maturity attained. Unless the differences in age, intelligence, and background are too great, these very diversities can enrich and extend the learnings of each member of the group. Friendships and antagonisms, behavior problems, special talents and interests, individual needs, special abilities and weaknesses, should all be taken into account if the resulting groups are to be of greatest help to the individuals within them.

When backgrounds or abilities differ too widely, or when they are not properly taken into account, there is danger that the individual will lack the necessary feeling of belongingness. Each learner, then, should spend part of his time in active cooperation with a group which furnishes him essential security, which is of a size conducive to effective guidance, and in which there is a teacher who can know well the individuals in the group. This is essential if learners are to receive the guidance and to carry out the activities which result in balanced growth. The suggestions which have been made regarding the exploration of classroom experiences have assumed a group of learners who work effectively together and a teacher who spends enough time with them to know their needs and to be able to give wise guidance in the selection of experiences. This means a person who follows their development into all phases of their activities, those out of school as well as those carried on under the school's guidance.

In both elementary and high schools this consistent guidance and feeling of security are needed. To this end elementary school children spend most of the day with one teacher and may well continue under his guidance over a period of two or three years. On the high school level there is similar need for learners to work with the same teacher over extended periods of the day, to continue close association with that teacher over an entire year. It is often desirable to have one teacher act as adviser or guide for a group over the entire high school period. This may mean a teacher who spends extended time with the group in the first years of high school and

continues to have some teaching contact with them, in addition to the guidance function, throughout the high school years. Provision is made for individual adjustments when it seems that an individual will receive guidance better suited to his needs from another teacher.

*Every Learner Needs Freedom to Change Groups
in the Interest of Maximum Growth*

Similar maturity and a feeling of at-homeness in the group give the bases for the initial grouping of learners. However, individual differences in interests and abilities suggest that only part of the time will be spent with the group working as a whole. Illustrations given in earlier chapters have shown individuals and small groups working both on aspects of the all-group problem and on individual projects. Learners need such freedom to work with individuals within the class group. There should be opportunity for voluntary grouping based upon common interests and concerns. These are flexible groups established for a period of time because a few individuals face a situation in which others are not concerned—a skill to be developed, a particular area of the larger class problem to be investigated and reported back to the whole group, a special interest to be pursued.

The learner also needs experiences with those of other ages and levels of development. As members of the same school community children and youth will face many situations which are also the concern of other age groups. Service projects carried on by the school as a whole, student council groups, athletic and social functions, and other such activities may well be the concern of all ages and levels of development working and playing together. In such enterprises a learner may make his contribution either as an individual, as a representative of a class group, or as one member of a contributing group.

Another factor which makes it necessary to provide for work with learners of other ages is that the individual does not develop at the same rate in all areas. In some aspects of development his class group may not meet his needs. He should have opportunity to expand his capacities in the company of others whose abilities and interests are similar. Provision can sometimes be made for special

interest groups or for students with similar needs and concerns from many different groups to come together for special class work. Another possibility is the development of interest centers or laboratories where any member of the school may work alone or with others under the guidance of a teacher having special interest and competence in dealing with problems in the given area. At times it is possible for two classes to combine, groups with like interests working together for part of the day on a common project.

The learner should be able to change groups when his needs and capabilities can better be met through some other group. This provision for flexible grouping applies both to activities within the classroom unit and to those involving the larger school group. Children who come together with a common need for the development of a skill may progress at different rates. It should be possible for the child who makes marked improvement to shift to another group which is concerned with an aspect of the skill which will be a challenge to him, or for the child who needs additional practice to shift to a group which is spending extra time on the problem without feeling any stigma attached to so doing. Even within a group of about the same general ability there may be certain aspects of the work which some learners will not need to stress. For example, in a group concerned with long division there may be only one or two children who need added help with multiplication. Temporary groupings and change of groupings will allow these differences to be met. Further, where several groups are cooperating on a common enterprise, it may at times be advisable for a child who begins work with one group to change to another when the second group seems to offer more for him or he is needed to make a special contribution to that group. There will also be cases where it is advisable for a child to shift from one class group to another which more nearly meets his needs. The reasons for making such changes, within the class unit or within school groups, should be clearly understood by the learner or learners involved.

Such changes in grouping are relatively easy to accomplish within one class in situations where learners take an active part in evaluating their own growth and planning next steps. Shifts from one age-grade group to another are facilitated in the school where scheduling is flexible and provision is made for free or unassigned time,

where learners of different ages are accustomed to working together, where the activities of a particular class are based upon the needs of the individuals in the group, and where each learner is under the guidance of a teacher who knows him well and knows the nature of the total school curriculum.

· Programing to Meet Learners' Needs

The scheduling of time and the programing of activities for the day, the week, and the year also reflect the school's concept of curriculum development. Earlier chapters have pointed to the school's concern for every aspect of the learner's growth. Two basic ideas were recognized in this concern: the first, that the "whole" learner comes to school, his in-school experiences being affected by, and in turn affecting, his out-of-school activities; the second, that the school's unique responsibilities are best met when it views its work in relation to that of other individuals and groups playing a part in the education of children and youth. The school year and the school day should be planned in relation to the needs of learners reflected against the individuals and groups with whom they live. The length of the school day and of the school year, as well as the scheduling of activities within the day and year, must take into account community backgrounds and facilities. The scheduling of activities within the school day has already been considered as one aspect of developing school experiences. This section considers other items related to the school day and year.

The Length of the School Day Should Vary in Different Schools

The fact that the bus calls for all of the children in a rural school may be a factor determining the length of the school day. In another school, where mothers of the children are working until late afternoon, the school day may well be extended to six o'clock for those who wish it. In still another community, where little provision is made by home or community for after-school recreation, the day may be lengthened to include this type of activity. Such other factors as the following would also be taken into account in determining the length of day: the distance learners travel to and from

school, means of transportation, age of the learners, needs of older boys and girls for work experiences, staff available, and the nature of educational opportunities afforded by the homes and other community activities. The school which provides for balanced growth is responsive to factors such as these, and at times adjusts the length of its program to provide for them. At other times the school may take leadership or cooperate in securing better community provisions to meet the same problems.

*The Length of the School Year Should Vary
in Different Communities*

Like the school day, the school year should vary with the types of educational opportunities offered to children and youth when the schools are not in session. Those who teach must ask what happens to learners during vacation periods and during the long summer holiday. Certainly the concerns of children and youth continue and youngsters face many important situations during those weeks. How are they dealing with them? What guidance are they receiving? What negative approaches to persistent life problems are being developed because adequate guidance is not provided? These are questions which every educator and community must answer honestly for all learners. What sound educational answer can be given by widely varied schools, each conforming to a ten-month school year?

A curriculum developed with children and youth as the focus cannot adopt practices blindly. Sound decisions as to the length of the school year will differ with the needs of those concerned. For example, children from homes where adequate provision is made for a worth-while out-of-door summer program may well have a two months' period away from the school. But thought must also be given to children and youth who must stay on city streets during these months; to children who must prepare their two main meals while parents are at work; to the child whose parents are over-anxious about his scholastic development and keep him to a strict study schedule throughout the summer months; to the youth whose work experiences are rich in potential learnings which are not being realized because of lack of guidance. A curriculum designed with concern for the all-round development of the learner calls for

a different length of school year for different schools and for individuals within the same school. For some schools and for some learners it will mean a nine or ten months' year, for others it will mean an all-year school.

Whether the school lengthens its program also depends upon other educational agencies in the community. In some cases the school can make its best contribution directly and will provide for the extended program within its own staff and facilities. In others the greatest contribution will come by working with community groups—through cooperative supervision of a playground, through making school facilities available under the supervision of community groups, through close cooperative relations with employers, through participating in the planning groups of community councils.

A longer school day or an all-year school does not necessarily mean an extension of the same type of activity now included in the program. The program itself must be differentiated as to the nature of experiences, the time distribution for various activities, and the placement of activities. Extending the school year to include the summer months may, for some schools, mean the development of a school camp; for others, the extension of the recreational program or the sponsoring of travel experiences; for others, extension of work experiences under guidance; and for still others, provision for the same type of activities as those included in the regular school year but with a different time distribution in keeping with the needs occasioned by summer weather. Similar adjustments would be made in extending the school day.

*The Nature of Experiences and Their Time Distribution
in the Program Must Be Varied to Meet
the Needs of the Particular Group*

Whatever the length of the school day and year, activities in one day, and over a year, and their time distribution must also be built in terms of the learner's total experiences. For example, planning for rest, lunch, and recreational periods which will best meet the needs of growing children and youth calls for consideration of distance from home to school, whether parents are at home to prepare the necessary meals, what community recreational facilities are

available, and the like. In one school the majority of the youngsters may live too far away to go home for lunch. In another where they go long distances for lunch the noon hour may need to be lengthened if health factors are to be taken into account. In some cases children who do not have adequate facilities for rest in their homes may even need time for sleep in school. Facilities may be so inadequate or out-of-school work responsibilities so heavy that extensive time for recreation should be allowed in one school day. In another situation community and home provisions may do much to meet this need. These examples could be multiplied for each phase of the program. Such flexibility is always necessary if the program is to be balanced, both as to the range of persistent life situations dealt with—not necessarily in any one day, but over a period of time—and as to the variety of experiences provided to meet group and individual needs.

Learners, Classroom Teachers, and Specialists Work Together

The homeroom or class teacher is central in this concept of curriculum development. The teacher who knows children and youth and who works with them constantly holds the strategic position in guiding growth. Himself a "specialist" in child growth and development and aware of the life situations the learners face, he brings to his group the necessary understanding and awareness of their needs and interests.

But no teacher, however able, can provide all the help and guidance necessary for a group of learners, whether they be beginners, middle-school folk, or youth in high school or college. In a world which is rapidly changing and which is using more and more of the specialized skills, it would be foolhardy, indeed, to claim that any one person can meet all needs. No teacher can be fully and equally proficient in all the facets which will be represented by the varied situations which his learners will face. The specialist is needed so that learners and teachers may secure broader insight into their problems, develop the necessary understandings and skills, come to know the place of specialization in modern living, and learn to use the services of available specialists in improving the quality of their

own experience. Something of the contribution of the teacher who is a specialist in a field of human knowledge has already been discussed in Chapter VI. How to secure adequate specialization in the personnel of a school faculty and how to organize the program and secure coordination of efforts so that the best use is made of existing specialization still needs to be considered.

*The Needed Special Abilities May Reside
Either in a Teacher with Particular
Responsibility for a Group of Learners,
in a Specialist Serving the Entire School,
or in Community Resources*

Recognizing that all of the major areas of human experience, that all persistent life situations, touch learners at their various stages of growth, the school staff should include teachers who have special abilities in one or more of these areas. This position recognizes that art, music, physical education, science—frequently called “special areas”—are aspects of life experiences as fundamental to total development as any others. And specialization should not be limited to these areas. The problems faced by learners at times call for equally competent help in such areas as government, economic structures, human relations, health, and many others. Any area may become an area of specialization when a person of special competence is needed to make a contribution to its exploration.

The way in which specialization can best be provided depends upon the size and type of school and the resources available in the community. In a small school it may well be that staff members other than the regular corps of classroom teachers cannot be made available. In this case specialization is best secured by building a faculty with complementary strengths and leaving least well represented on the staff the area or areas in which strong community resources exist. In a larger school specialists in various areas may be regular members of the school staff. All appropriate resources of the community should be used in extending and enriching the experiences of learners. The specialist need not always be a member of the school staff. The school should seek to make the whole community a resource area, using special skills, interests, and talents wherever they are found. At times children and youth will utilize

these resources by moving into the community and at other times special resources from the community will be made a temporary part of the school. Lay persons who understand the purposes of modern education are usually glad to act as consultants in their particular area of expertness. Chapter VIII considers more fully how community resources can be used.

Effective Use of Specialization Calls for Flexibility in Scheduling

If specialization resides only in staff members who also serve as regular classroom teachers, careful planning is needed to make provision for learners to secure help as it is needed from the teacher who possesses the special competence. This help may come through individual conferences, through resource materials which the classroom specialist makes available directly to learners, or through their own classroom teacher who has consulted the specialist or secured materials from him. In some cases it will mean a total school program sufficiently flexible that the classroom specialist can leave his own group for a period of time to work with another especially needing his help, or the work of two groups may be combined. A longer lunch period can allow for conferences with teachers other than the classroom teacher. Time set aside for special interest groups has been mentioned as another possibility. In the high school the teacher may serve as coordinator for the core program of one class for half the day and as specialist in his particular field for the other half. This point of view of curriculum development would not favor a highly departmentalized program in which learners as a class go to each specialist on a prescribed daily schedule for instruction developed entirely around the logical organization of the special field.

Where there are specialists on the school staff, in addition to the classroom teachers, thought must still be given to how their services can best meet the needs of the various groups and individuals. Normally the specialists will work with groups and individuals on several different bases. There will be class groups, or delegates from them, asking for help on aspects of the group problems they are investigating under the guidance of their classroom teacher. Other groups—sometimes a whole class, sometimes part of it, or a group

of students from several classes—may be spending an extended period of time in careful study of an area under the guidance of a specialist. In addition there may be individuals with talents or special interests who should have the opportunity and the help to proceed further than the average child would have any reason to go. The schedule of one day's activities of a social science specialist working on this basis in a small high school might look as follows:

- 8:30- 9:00—Conference with tenth grade committee on where to find recent materials on Russia
- 9:00-10:00—Meet with twelfth grade to take part in discussion of American trade relations with Argentina
- 10:00-10:40—Conference with ninth grade committee working on survey of city traffic regulations
- 10:40-11:00—Conference with Mr. Gibson (homeroom teacher of the class mentioned above) on desirable community background for ninth grade study of smoke control
- 11:00-11:30—Conference with eleventh grade committee to identify international news agencies
- 11:30-12:30—Lunch
- 12:30- 1:30—Check plans left by committees, check library for needed material, locate addresses of government bureaus of information for eleventh grade
- 1:30- 2:30—Meet with social science group studying United Nations (A group meeting regularly two periods a week. On alternate days there are regular meetings of a group concerned with taxation problems related to charging admission in a tax-exempt school.)
- 2:30- 3:30—Workshop with various individuals and small groups on individual projects (A commitment for Monday through Thursday. On Friday afternoons this and the preceding period are given to a World Events Club.)

*The Greater the Use of Specialization the More
There Is Need for Safeguarding Continuity
and Integration*

Too often in the past special teachers "took over" a class for a set period of time and developed a particular idea or skill. Often the experience bore little relationship to the rest of the learner's work, and frequently the specialist taught so many different groups in a

day that he could not possibly determine the real needs and interests of the learners. Such practices violate the principles of curriculum development with which we are concerned. The first responsibility of both specialist and classroom teacher is to work together, each contributing to the maximum growth of learners from his special background of experience and understanding. The classroom teacher helps the specialist to know better the characteristics of the learners, their backgrounds of experience, and the particular problems and situations which they face. The specialist, on the other hand, reveals possibilities and potentialities in areas in which the learners and the homeroom teacher have little or no experience. Working with the classroom teacher the specialist guides the learners toward the attainment of long-term goals as the area of specialization contributes to those goals, provides for the development of learners who can profit from special study in the area, and makes his services and instructional materials easily available. These activities can be carried out most effectively when the specialist has time to observe learners in their work and to help them on problems best carried out in their homeroom, and also has time to develop a resource laboratory where he is available to work with individuals and groups and to give needed help to other teachers. Classroom teacher and specialist plan jointly in the interests of learners; classroom teacher and specialist plan jointly with learners.

Articulation to Provide Continuity of Growth

Continuity as a basic principle of curriculum development has been referred to at several points in this and other chapters. The point of view under consideration asks for continuity of experiences as learners from early childhood to adulthood deal with varying aspects of the same life situations.

The Several Units of the School Are Conceived and Operated as a Whole

Achieving continuity means providing desirable interrelationships not only between the experiences that occur from day to day, but between each of the major stages in the educational process. Just as divergence between the guidance of specialist and home-

room teacher is not conducive to the best learning, so gaps that occur from grade to grade and particularly between the elementary and the high school can be very harmful to learners. The complete change that occurs when a child goes from a self-contained classroom to a highly departmentalized high school can be so frustrating that for a period of time there is disorientation or even retrogression in growth. There is no defense for curriculum development which permits this to happen. The curriculum must be conceived as a continuum from nursery school through high school into college. Each part grows out of the preceding experiences of learners and contributes to their subsequent experiences and development. The relationships among the various parts of a single school and between the system of schools must be so close that there is an operating unity.

Various promising attempts have been made to bridge the gap between the several divisions of the school which, for the sake of practical convenience, are separate administrative units. In some systems the junior high school faculties see the transition problem as one in which they are particularly concerned and have developed comprehensive guidance programs. The suggestions which have been made ² for developing an organization which allows high school students to work with one teacher for a larger part of every day than the regular forty-five or fifty-minute period provide for the maintenance of the same general pattern of work that was developed in the elementary school. Under this system freedom to follow special concerns would be given throughout the twelve years, but always under the general guidance of one person to whom the learner can turn with the assurance that his problems and needs are understood. Organizational patterns such as these all contribute toward the kind of articulation needed.

There Must Be Common Understanding of the Process of Curriculum Development

Similarity in administrative organization does not necessarily make for unified experiences. Some school groups are working to achieve better articulation through studying the consistency of the educational philosophy held by various members of the teaching

² See page 371.

staff and by working cooperatively in determining educational values and the process of curriculum development. This type of study can be significant in reducing the frequent breaks between grades within a school as well as those that occur between divisions of the school system. The school system in which continuity of development is achieved is one in which there is a basic concept of curriculum development by which all members of the staff work.

This volume has been built on the assumption that the concept is the same for both elementary and secondary schools. Those who test it in action would operate on common principles from the nursery school through the highest level at which education is offered. Each group would need to make a special study of the situations which are most likely to be faced by learners at a given period of growth, but all would work toward the development of consistent, balanced growth in meeting persistent life situations. Just as no special problem can be assigned to one grade, so no special group of problems can be assigned with certainty to an educational level. Each teacher must take learners where he finds them, counting upon general principles rather than specific recommendations and patterns as his guide. There must be essential agreement as to overall objectives and values sought. There must be essential understanding of the principles of curriculum development which will achieve those objectives.

To achieve the articulation which makes for maximum growth requires cooperative planning. Within the school it calls for consideration of the school as a whole with all teachers planning together. Between schools working with the same learners it means inter-school curriculum committees, inter-school visitation, and cumulative records that accompany learners as they move from one situation to another.

*There Must Be Understanding on the Part of
All Who Work with the Learner of His
Capacities, Interests, Needs, and Experiences*

All available help in understanding the needs of particular individuals should be used. Suggestions for doing this have been made in Chapter VI. There is need for teachers to be thoroughly familiar both with the general characteristics of learners at the age level

which is their special interest and with the developmental tendencies of those older and younger. The teacher who is to interpret records of his learners' activities when they were younger, and who is to give sound guidance of present concerns in the light of future growth, cannot afford to know only one age group. It means, further, that every teacher must have a clear understanding of the world into which young adults are going and what is likely to be expected of them. Only then will he understand learners' needs and interests today in relation to those of tomorrow and the days ahead.

In addition to understanding developmental tendencies, there must be thorough understanding on the part of all who work with him of the learner's past experiences and those which he is having currently. The potential contribution of many aspects of the program to the learner's development makes it necessary for those responsible for one part of the program to know what experiences he is having in others. Only then will there be proper balance and avoidance of unnecessary overlapping and repetition; only then will there be the needed reinforcement of learning that builds for desired competence.

*There Is Need for Articulation Between the School
and the Community and Transition
Without a Break from School Life
to Community Life*

The relationships between school and community made mandatory by this concept are considered in the next chapter. Throughout the earlier parts of the volume other suggestions have been made for working with family and community members in understanding learners and for drawing upon the concerns of home and community as a basis for school experiences. This suggests one other need for cooperative teacher planning. All members of a school faculty need to work together to increase their understanding of the community in which they are situated. Time should be taken for special study of important community problems, for consideration of the school's responsibility in serving the community, and for considering when and how the school should take leadership responsibility in the community.

Materials and Equipment for Maximum Growth

The need for knowing resource materials and selecting and using them effectively is one of life's recurring situations. There are at least two distinct and yet related problems to be considered in providing physical facilities and instructional materials. The first has to do with learning opportunities in this area; the second with equipment and materials needed to facilitate the process of curriculum development. Physical facilities and instructional materials cannot be considered apart from teaching and learning. They are service tools and their use helps to determine the quality of learning.

Learners Grow as They Share in the Selection and Use of Materials

A persistent problem of living, it has been suggested, is selecting materials appropriate to the problem at hand. If children and youth are to grow in this ability they should share in the selection of materials, in the plans for using them, and in organizing the physical surroundings in which they live. Potential learnings are many: what sources to use; how to tell rather quickly whether a suggested source is fruitful; how to judge the soundness and reliability of a source; how to arrange materials and equipment with consideration for the general attractiveness of arrangements; how to arrange physical surroundings with proper regard for lighting and other factors; how to store materials conveniently; how to conserve materials; and many others. These are problems which are the concern of learners of all ages, expanding as the situations which call for their use increase in complexity. For example, the familiar sources of parents, teachers, other friends, and the immediate environment used by the small child as he seeks answers to his questions, change as he grows older to other persons in the community, to reference books, to maps, exhibits, and motion pictures, and to extended first-hand contacts with community resources. For youth more difficult and varied reference books are consulted, government and other sources of reliable information may be used, newspapers and magazines become more important, a wider range of community re-

sources are used, and additional problems related to authenticity of source and the use and testing of propaganda are introduced. These are expanding understandings which are important in the lives of all learners from early childhood through adulthood.

Still other learnings are inherent if children and youth can share in purchasing materials and equipment. The following description indicates only a few of the decisions which faced a group of six-year-olds as they budgeted the ten dollars allotted to them for their own selection of books for their class library.

Their teacher reports: " 'Please, may we buy another Babar book?' We looked at the price on the book jacket. Three dollars is a lot to pay for one book when you have just ten dollars to spend. 'Look,' said the clerk, 'here is the very same book, only smaller. It is the same story and the same pictures that you like so much. When the publishers learned how many children liked the Babar books, they published them in a smaller edition which costs only one dollar instead of three.' Eager examination of the smaller edition resulted in satisfied acceptance. Nine dollars left to spend! What to select? There were so many choices—old friends, and new possibilities which lay spread out before them. Books cost such different amounts. Why? How could we select wisely? Here were some of our favorites for just ten cents. Should we buy mostly these, remembering that last year the bindings of many of the cheaper books had broken easily? Here were some of the new *Golden Books* published for only twenty-five cents—beautiful books, many of them with pictures by favorite artists. And here was a favorite, *Herbert the Lion*, for two dollars! How should we decide? 'Maybe, if we helped mend our books which are beginning to wear out we could use them longer and buy more new ones.' "

Too frequently the board of education, principal, or teacher assumes full responsibility for the selection and purchase of equipment and supplies, and thus deprives those who are to use these materials of the many learnings which come from sharing in such an experience. Standardization and centralization of purchasing, while it may reduce the cost, denies valuable experiences to learners and in some cases is a negative factor restricting new ideas which call for materials not "listed" or making it necessary at times to use materials not conducive to maximum learning. It is not possible to indicate in May many of the most important instructional materials which will be needed the following September. A portion of

the budget should be designated for expenditures by teacher and learners to meet needs as they arise. Basic materials may be ordered through a central office. Supplementary funds can then be assigned for use by learners and teacher as needs arise: to send for free materials; to purchase additional books, pamphlets, magazines; to purchase incidental materials needed for parties, construction, experimentation, or costuming.

Provision should also be made for flexibility in obtaining materials and supplies. Children and youth can learn much as they share in estimating the quantity of supplies needed, in requisitioning supplies and equipment, in selecting those that best fit their needs, and in anticipating needs so as to be able to secure materials when supply rooms are open. When materials are located in a central place, such as a school materials bureau, the community museum, or library, it is important that consideration be given to arrangements for keeping materials in a given classroom as long as they are needed, for their prompt return when the need has been met, for a minimum of red tape in requisitioning, and for allowing teachers and class groups or individuals to select materials at their source.

This concept also suggests that learners should have an opportunity to express themselves in their surroundings. The room or laboratory with all materials and equipment in place may be less salutary from an educational point of view than one with minimum equipment in which learners use their talents to paint furniture, make some of the necessary furnishings, plan for plant life, and determine the location of materials.

Materials Contributing to a Wide Variety of Problems Are Needed

Sufficient has already been said about the importance of a rich environment. In helping learners make selections, and in bringing in materials himself, the teacher needs to keep the range of persistent life situations in mind. It is particularly important to think of areas in which learners' previous experiences have been limited, and areas in which the typical school program has done little. It is important also to consider the wide variety of sources of experience which are available. Too often schools are "reading schools."

Maps, globes, pictures, and an occasional aquarium or collection are all that supplement a large number of books and pamphlets. An example of the possibilities often neglected might be taken from the field of health. Children and youth who share in the findings of health examinations, who have opportunity to understand the reasons back of the procedures of the school nurse or doctor, who take responsibility for securing medical help for themselves and for giving simple first aid, are building fundamental understandings in the area of health. Other learnings come as they share in setting up an environment which contributes to health in daily living: adjusting seating and lighting to meet individual needs, providing facilities for the proper care of lunches or foods used in the cafeteria, using materials and equipment which develop interests and skills in wholesome recreation. These and many others are opportunities to help learners control their environment in the interest of their own health and that of others. Washroom facilities, attractive lunchrooms, adequate play facilities, classroom equipment that can be adjusted to individual needs all help build health understandings. Similarly in other areas materials can make a significant contribution to learning when teacher and learners make full use of them.

*Materials and Equipment Develop New Skills Needed
in Our Technological Society*

Responsibility for using the radio, projectors, the phonograph, sound equipment, the mimeograph, typewriters, shop equipment, the motion picture; acquaintance with the school heating and ventilating system; opportunity to investigate new appliances in the lunchroom; opportunity to help repair simple equipment, offer valuable experiences in modern living. They contribute much to the understanding which learners have of the world about them, influence the attitudes they build toward the great changes going on in our society today, and contribute to appreciation of the part the machine plays in our lives. At the upper elementary and more particularly at the high school level these experiences may well include vocational education for those who need it. Shops and laboratories equipped and staffed so that all can gain increased facility with and understanding of the world of machines should be avail-

able to all learners as they face situations which call for their use. In other situations extended first-hand contacts with machines will come through excursions into the community. Learners acquire skill in the use of machines as they have opportunity to observe machines at work, to study and to use them.

*Learners Should Be Helped to Understand the Meaning
of Experimentation as Applied to Using Materials
in Many Fields*

Entirely apart from their contribution to the study of some problem, materials and equipment have a contribution to make to enriched and balanced living through the hobbies and special interests that grow out of them. Children and youth need to have materials available with which to extend their creative abilities. Included among these would certainly be materials for experimentation in different art forms, in musical expression, in science, in learning a foreign language, in using varied dramatic forms. As a high school reporter phrased it in the school paper: "In too many schools, and, we might daringly suggest, in our own sometimes, creative work gets kicked around as if it didn't mean a thing to anyone. Would your pride be lowered by getting your fingers into some nice, gooey clay? Is it your firm conviction that girls never work in shop? Are you a great big he-man who quivers at the thought of being caught literally red-handed in the art room? You're nailing yourself up in a narrow world. Wouldn't it be fun teaching your wife to cook, or your husband to fix broken furniture? Try wandering up to the art room and fooling around with colors, or picking out a new composition on the piano. It's your loss if you don't try." ³

*Learners Should Be Helped to Grow in Using
Their Out-of-School Environment*

Any consideration of instructional materials must include those found in the immediate and in the larger community. Children and youth go on excursions, they do something about eroded land in the community, they help in community beautification projects,

³ Editorial, "Highlights." (Weekly newspaper published by the Lincoln School, Teachers College, Columbia University.)

they use the various institutions of industry, they attend commercial movies, they use various forms of community transportation, they read the community newspaper, and they have contacts with community members who come to the school for a variety of purposes. These are among the situations faced by learners of various ages. The school has a responsibility to guide them in the use of these resources. Guidance can do much toward helping them develop sensitivity to existing strengths and weaknesses in our society as movies attended, programs heard over the radio, books and magazines read, and community activities become an integral part of the curriculum.

Children and youth need also to learn how to draw upon the community for resource materials. Such familiar resources as the library, the museum, and the zoo are commonly used. But what can be learned in the parks, from the river front, at the warehouse, in the corner grocery store, at the near-by filling station, in the new housing project? Chapter VIII discusses such resources in more detail.

Materials and Equipment Facilitate Curriculum Development and Should Be Selected and Used in Terms of Their Suitability to the Program

The second problem of selecting materials and equipment is to view them in the light of the developing curriculum. In the program under discussion this would mean, among others: that facilities be so arranged as to make possible easy communication between groups—elementary and high school, classrooms and laboratories for special work; that facilities be such that the learner can manage them with a minimum of help—drinking fountains, toilet facilities, windows, playground equipment suited to each developmental stage; that there be space within rooms for small groups to work on special interests; that ample storage space be provided for materials and designed to meet the needs of those using them. It would also mean that consideration be given to the need to provide for the many aspects of the learner's growth—possibilities for many types of experiences, equipment which makes it possible to follow many different concerns. Account must also be taken of the purposes for which the school is to be used—of the need for an audi-

torium for adults, special meeting rooms, equipment for after-school recreation or vocational education.

Another quality which will facilitate the development of the desired curriculum is that much of the equipment should be mobile. Radios, motion picture machines, globes, maps, and other visual aids should be available to all groups at the time they are most needed. Many of the materials of studios and laboratories should be such that they can be used in the classroom in connection with the particular work under way. It has been suggested that one of the contributions of the teacher who is a specialist be the maintenance of an up-to-date collection of the most valuable materials in his particular field. These materials would also circulate among groups. In addition, teachers who share each other's regular classroom equipment find that much more can be available for all. Books, for example, as well as maps, special picture collections, and so on, can be lent to other classes. A central materials bureau may function to facilitate the collection of materials and their accessibility to the school as a whole.

Although mobile equipment, movable furniture, and a building with modern conveniences and colorful walls are to be desired, much can be done toward effective curriculum development in buildings which are less functional units. Needed modifications in the school plant can become the concern of learners and the community working together. Even in poorly planned buildings teachers with initiative and imagination can with the help of students and parents eliminate some of the negative aspects—walls can be made clean and colorful, grounds can be beautified, health facilities can be improved. No effort should be spared to develop community consciousness as to the necessity of adequate facilities and materials of instruction. Our economy is such that the physical facilities and instructional materials necessary for the kind of education America wants for its children and youth can be made available.

Administrative Relationships for Democratic Living

The organization and administration of the school exist solely for the contribution which its services can make to the education of children and youth. Administration in our schools is a service in-

strument to set free the energy of the faculty and student personnel and to mobilize it in the cooperative solution of problems related to the education of childhood and youth. What is required of the administrative organization responsible for curriculum development for children and youth growing up in our society?

*Relationships Must Be Democratic if Democratic Values
Are the Goal*

A democratic atmosphere within the school is a fundamental force in the development of democratic values and ways of acting. This applies to the development both of teachers and of learners. Where a rigid administration exists, curriculum change tends to be discussed within this framework. This is not to be wondered at since teachers, like other learners, are affected by the environmental forces about them. Only as teachers experience democratic forces at work will they recognize the full significance of these values and will they be in position to guide learners toward the same values. Further, the learner is affected more by the actual situations and atmosphere which he experiences than by discussion of the same values or situations. Teachers harassed by undemocratic procedures reflect their concern; the learner himself is confused between the general atmosphere of the school and some of the things he is being taught. The dichotomy created by marked differences between what is taught and what is practiced not only creates confusion in the mind of the learner but may negate the effect of teaching about democratic values through opposing rigidity of practice. If the curriculum is to be developed toward the desired values of our society the school itself must be democratic. The same essential democratic values must prevail in every aspect of the school—between principal and teachers, teachers and learners, teachers and non-teaching workers, children and custodians, teachers and parents.

To develop a truly democratic atmosphere means that each person and group concerned with the educational program—learners, teachers, parents, non-teaching personnel, community representatives, the administration—should have a right and feel an obligation to make appropriate contributions to the program. This calls for positive leadership on the part of the administration.

Leadership Must Provide for Cooperative Planning

The desired continuity and internal consistency of experiences can be achieved only as those concerned with growth and development have essential understanding of and agreement as to the desired direction of growth and keep each other informed of the nature of the learner's experiences and his responses to them. This need has been referred to repeatedly in preceding chapters and again in this particular chapter in the section pointing to the importance of articulation of the various units of the school program. One of the major functions of administration is to keep channels of communication open and to see that all persons concerned with a given situation participate in its consideration. Further, in the process of cooperative planning, the administration bears the same guidance responsibility as does the teacher in working with learners: to point to unexplored avenues that have a bearing on the problem, to point to relationships to other aspects of the program, to secure the maximum contribution of each member of the group, and to make provision for his maximum development.

Cooperative planning applies equally to the part of children and youth in sharing in the work of the school as a whole. Many potentially valuable learnings are lost when they are denied the opportunity to participate with teachers and administrators in dealing with all-school situations which affect them and have meaning for them. The administration which sees its major role to be that of releasing the potentialities of teachers and children will work to open to them every worth-while learning experience. The following experiences, as reported through the meetings and activities of a student council, indicate how one high school group shared in the administrative problems of their school.

"Knowing Why," the boy entitled his column in the weekly high school newspaper. "Student government," he wrote one week, "in addition to being a proving ground for ideas is also the place where individual responsibility grows, where you take on a job and finish it under your own steam. . . ." This is the interpretation of a thoughtful sixteen-year-old boy. "Student government can easily be a farce," he concluded. "If it is nothing but a debating society

then it is a farce." Student government, however, which does real things and has real responsibilities makes a fundamental contribution to desired learnings.

"Of course I'd rather be President of the Student Council. I'd rather run for that office even if I lost. But here's this committee job that needs to be done. Everybody agrees to the need but nobody is dying to do it. I believe I can make it go and get some of the rest of the class to help me on it. Don't you think I'd better stick to that and let the other fellows run for President?" It takes a lot of growing up to come to a decision like that at sixteen. With all the happy and occasionally unhappy competition for offices in school and class for their senior year, with all the usual American "politicizing" inherited from their elders, there were several such basic decisions made by members of this senior class. To do the job that one can do best and that the school needs most was the thing to do. It was the thing to do even when it meant giving up a chance at the prestige which accompanies certain popular jobs and the fun that accompanies some others. Moreover, it was evident after the election that the defeated were equally willing to work closely and helpfully with those elected to office. There was quick recognition of and action on injustice and selfishness. This is the kind of growth which may be expected when youth has an opportunity to experience democracy in action.

Understandings such as these are contributed to by all phases of school life. Every part of the school community makes its positive or negative contribution to many aspects of growth. The following experiences, for which the Student Council took responsibility, are typical of many that might be undertaken by individuals and class groups as they share in the activities of their school community.

There had been trouble in the halls and lunchroom. "Perhaps we're the most to blame." The Council President was speaking. "If the older students are as careless as we are of course the younger will think that's the way to act. That is, some of them will. The others will be ashamed of us. We never had a criticism from our own parents franker than one which an elementary class sent up to us once last year on what they thought of our manners. . . . Let's do something about this." The Council agreed. It prepared a list of girls and boys who were willing "to assist in reminding the chil-

dren of good manners in the cafeteria lines and around the tables." It prepared another list of those who would work with the School Improvement Committee and the Art Department on a more attractive appearance of the lunchroom. "Perhaps some new murals or even just a few good posters will set a new mood." Still another list was compiled of those who were willing to work when the labor shortage couldn't be met by the usual number of paid student assistants. "Waiting doesn't help manners when you're as hungry as we are." It all helped. There was marked improvement when the older girls and boys took over, with the help of faculty advisers. True, they often tired and new problems arose and new schemes had to be worked out, but halls and lunchrooms made an increasingly positive contribution to growth.

The Council also considered the problem of genuine usefulness during the summer vacation. "There's the problem of our getting some experience in doing real work." The discussion which followed ended in two decisions, one to help promote wider and wiser choice of summer vacation jobs, the other to give everyone in the school opportunity to carry out some regular service during the year that cost time and effort and demanded faithfulness, punctuality, and industry.

A student-faculty committee, with the help of interested parents, listed summer job opportunities. They publicized with speakers and bulletin boards. They studied student desires and previous experience. The students wanted a wide range of real jobs, provision for studying about those jobs before they went into them, assurance of school time for sharing and evaluating their experiences when they returned.

Another committee listed every service need in the school and immediate neighborhood for study hour and after-school winter jobs. That meant interviewing all staff members, including those of the janitorial and custodial staff and the food services. It meant investigating needs of neighborhood homes and institutions. Paid jobs were offered where circumstances warranted. The committee with its teacher sponsors then tabulated the questionnaires they had issued as to types of service preferred, and advised with students regarding work opportunities. As a result almost all of the students gave at least one hour of service a week, some much more. Of course

the machinery of this big student enterprise worked faultily. But student-faculty committees considered the problems as they arose—office hours were held, jobs adjusted and changed or eliminated, and slackers investigated.

The boys wearing overalls felt pride in the clean corners of staircases and corridors; "the work accomplished was worth doing even if it meant grime and perspiration as well as the stir in circulation which proves good stiff exercise." There was clearer realization of just how hard different jobs are and what being a good worker means. Indignation raged when a careless phrase in the school paper indicated low rating of the job of janitor and elevator man with no reference to how well it had been done or how much needed it was. "His income is no test of essential work and that remark is no democratic way of thinking about any work," one boy expressed it. Genuine interest in wage scales grew and their accompanying standards of living began to have vivid meaning, especially when those who worked in the near-by underprivileged neighborhood added their findings. A penetrating and very worth-while study of the new Bill of Economic Rights was the natural outcome in a social studies class the next year. When the students pooled their summer work experiences in offices and factories and farm communities they could have conducted a very valuable wage hearing, perhaps one on rural working conditions as well. Here was a student council activity which, in meeting practical needs and interests of senior high school students, had rendered community service and had brought back rich content to classroom studies. It points to the need for the school to be conceived and operated as a whole if maximum growth is to result.

Non-Teaching Members of the Staff Must Be Helped to Understand Their Roles as Educators

Non-teaching members of the staff are an integral part of the designing process under discussion. Johnnie's concern about the boiler when he goes on an errand to the custodian or Jane's curiosity about the mechanism of the adding machine in the business office are as truly significant experiences of their living as are the activities that take place in their classroom. Much of what is often thought of as the routine of the school is potentially important as

an educative experience. More and more those who work in these units must be a part of planning groups, must understand the educational program and the part they play in it.

*Problems Must Be Dealt with and Decisions Arrived at
in Terms of Agreed-upon Principles*

Just as the concept of curriculum development works toward building with learners' basic understandings and generalizations as bases for meeting subsequent situations, so sound administration works in terms of principles understood by all those affected. Only then will action be consistent, will decisions be made on sound bases, will teachers and learners find in the administration a positive and constructive help in meeting their problems. There will be none of the insecurity that comes when decisions are countermanded, when decisions are at variance, and when they are not made with reference to the whole of which they are a part. When the administration works in terms of agreed-upon principles teachers and learners will avoid the confusion that comes when one kind of advice is given at one time and contrary guidance at another. Only then can there be a guarantee that each situation is dealt with as an educational issue, that all situations will be considered in the light of their contribution to the growth of children and youth.

Evaluation an Integral Part of the Curriculum

What decisions will be made regarding ways and means of evaluating the growth of learners? What will be the nature of the evaluations made? Who will make them? What part will learners have in this process? These and others are the questions that every teacher and administrator must answer both with reference to pupil growth and with reference to the educational program itself.

Evaluation of Pupil Growth Is Continuous

The effective development of a curriculum which grows out of the everyday situations faced by learners depends upon sound methods of evaluation. In this concept periodic appraisals of all members of a group at the same time will not suffice. For the teacher guiding experiences in terms of the needs and interests of his group

seen in the light of persistent life situations, evaluation becomes a continuous process. It is an intrinsic part of every experience. Both for pupils and for teacher it enters at every point where choices are being made. Evaluation of the growth and development of the learner forms the basis for decisions as to the nature of the next experiences needed by him, of next steps in the developing curriculum. A high school teacher recognizes that many in his group have little awareness of the major steps being taken by their city government; a fourth grade teacher discovers that most of his class still lack the techniques of effective discussion which they need to deal with the situations they face; a teacher of sixth graders makes plans to give three members of the group special help to develop reading skills which are lacking; a teacher of a first grade decides to delay organized instruction in reading to allow the less mature in the group more time to learn how to work with others and to handle the materials in the classroom—all are decisions based upon evaluations of the needs of individuals and groups. From these day-by-day appraisals come the teacher's decisions as to how best to guide on-going experiences and when to introduce new ones.

If the evaluative process is to be used so as to make its maximum contribution, it must be looked at not only in terms of the way it is used by the teacher, but also with reference to its part in the growth of the learner. To be able to evaluate one's present status, to know how to appraise one's needs, to be able to propose next steps, are important aspects of growth. Evaluation is an intrinsic part of life and an integral part of the scientific method. The learner needs to grow in ability to evaluate himself and his experiences by being guided in the evaluative process. He needs to be given a responsible part in evaluating the results of his efforts and in planning for further growth. Along with all others guiding his growth he should share in evaluating his experiences, growing in his understanding of his strengths and weaknesses, in his ability to plan for needed development, and in anticipating needed experiences. Such growth takes place as teacher and learners together discuss proposals for a new study and make decisions as to what areas most need exploration. It is contributed to by the long-view and daily planning periods through which teacher and learners study the development of a piece of work and revise plans in the

light of progress made and new needs indicated. It comes also as the teacher helps learners become aware of new skills which are needed, of areas in which extended practice is indicated, of situations where sound reasoning or lack of information has led to incorrect judgments and generalizations. It comes as the learner and teacher, with or without the parent, sit in individual conferences to inventory progress made and difficulties met, to identify concerns still not provided for, and to outline plans for next steps.

The fourth graders who inform their teacher that they would have accomplished more had they waited for her to come to help them instead of queuing up in line have added something to their ability to appraise good work habits; the tenth graders who refuse to accept a report based on newspaper headlines have grown in their ability to judge what constitutes an adequate collection of data; the group of sixth graders who study the rejection slips on the selections submitted for the school paper and under their teacher's guidance decide what is needed to improve their writing have made an important beginning in what it means to work toward the development of a skill; fourteen-year-old Sally has taken an important step when, in conference with her teacher, she considers why her contributions to group discussion are so often disregarded and outlines a plan for studying techniques of group discussion. These are vital learnings for children and youth in a democracy where individual responsibility for choice and for the evaluation of self and of delegated authority plays so significant a part. Like other persistent life situations, the need to evaluate one's activities and to lay new plans is continuous from early childhood through adulthood.

Evaluation Is in Terms of Action Based on Understanding

Evaluation must be in terms of the goals sought. In the concept of curriculum development which has been discussed, the real test of growth lies in the quality of thought and action of individuals and groups as they face their problems of everyday living. The demands of our society dictate growth in action based on understanding, in ability to use knowledge functionally. As stated in an earlier chapter, not what an individual knows but his ability to use that knowledge is basic to the development of "free" and "thinking"

men. Evaluation, then, by both teacher and learner, will be made in terms of growth in the understandings and skills needed to deal with the persistent life situations faced in the present experience and in the ability to use these understandings appropriately in new situations. It will be in terms of ability to meet fundamental life situations rather than in acquaintance with the usual subjects of study, in terms of understandings and action rather than in knowledges and skills alone.

Since learners in any age or grade group vary in maturity and background of experience, they face different aspects of persistent life situations in different settings and through different experiences. The teacher, in terms of the situations actually faced by learners, asks: In what areas do they act effectively? Where do they have understandings upon which they do not act? What information and understandings do they need for intelligent action? What skills do they lack? On what values do they act? Learners, themselves, are guided to ask similar questions: What do I know that will help in this situation? What else do I need to find out? What is causing the difficulty I am facing? Is my conclusion a reasonable one? How does the proposed action square with other things I know and do? How adequately am I meeting the situation? In studying the answers made to these questions in the light of the developing needs of his learners, and in guiding their further experiences accordingly, the teacher may find it helpful to refer to the analysis given in Chapter V. The charts, indicating the increasing complexity of the situations faced as learners mature, give a partial basis for viewing present competencies in terms of future demands. Further, a study of the situations suggested as typical of those met by the given age group will point to the understandings and abilities needed by learners who are meeting these situations and will suggest the growth which might be expected of learners meeting the typical problems of their age group. Within this general frame which can be used as a guide there must, of course, always be provision for individual differences among learners.

Growth in any one area must be evaluated against growth in related areas and in terms of total growth. Balanced and rounded development has been called for. And, perhaps even more important, growth must be evaluated in terms of the learner's own poten-

tialities and limitations rather than against any arbitrary standard. An arbitrary standard set up for a group must of necessity require that some members of that group reach goals for which they are not ready, at the same time that it fails to provide for the maximum growth of those whose development is advanced in the given area. Some will not be challenged enough while others will be harmed by being asked to achieve that of which they are not capable. Arbitrary standards mean that differences in needs, in the meanings which experiences have for individuals, in the backgrounds which individuals bring cannot be met. When the curriculum develops in terms of daily life experiences both Ann who has been sheltered and knows little about the immediate community and Peter who has "run the streets" since he was four must find a place when the group turns to the study of an aspect of community life. Billy, age eight, who has read since he was five years old, and Betty, also age eight, who is just beginning to read a pre-primer, both seek help to meet new needs in reading. Sarah who must care for several younger members of the family cannot have her ability to provide for health needs judged on the same basis as that used to consider the growth of Jacqueline who faces such problems in terms of regaining her own health after a recent illness. Standards are of value only as they are used as guides indicating desired direction of growth. The development of the individual must be viewed in relation to his potentialities and in terms of the next stages in his continuing growth in ability to deal with persistent life situations. In fact, "Adjusting to Personal Strengths and Weaknesses" is indicated as one of the persistent life situations faced by all persons. Learners, through guidance in the process of evaluation, must be helped to judge their work realistically in terms of their special capacities and needs.

Cumulative Records Are Needed in the Evaluative Process

Growth as a continuous process over a period of years can be seen only as adequate records give a comprehensive picture of the learner. Just as grouping of learners, programing, the nature of the administrative organization, and the use of instructional materials are "tools" serving the interests of children and youth, so records

are not ends in themselves. They, too, are service tools to help teachers understand better the learners with whom they are working, to help learners understand themselves better, to help teachers and learners to interpret behavior and define immediate and long-time needs. Reference has been made to their use in understanding learners and in an earlier section of this chapter to their function in securing closer articulation among the various parts of the educational program. At this point they are discussed in relation to the evaluative process.

When records are to indicate growth in ability to act in a variety of life situations and are to assist the teacher in determining the direction in which learners' next experiences might best be guided, something more than numbers or alphabetical symbols are needed. At no point does a stereotype have much value. Records must be built in terms of statements that help teachers see learners as vital, developing personalities. They need to reflect clearly what we know about human growth and development and the goals sought in the development of the curriculum. What guide lines can be given to the teacher who tries to develop such records?

First, all the significant aspects of growth needed to deal with persistent life situations must be considered in any comprehensive plan of records—growth in individual capacities, in social participation, in dealing with environmental factors and forces. This calls for data regarding the individual's health, physiological needs, emotional adjustments, and growth patterns; his mental characteristics, his talents and aptitudes; his values and attitudes; his social relationships and competence; his ability to function effectively in his environment; the whole realm of his interests, aspirations, and goals.

Records also should give the essential facts about the learner in relation to his home and community backgrounds as well as his experiences within the school. Both in-school and out-of-school experiences must be considered. Only as the latter are included can education help the learner deal with his total environment. Only then will in-school experiences be seen and be considered in relation to those out-of-school experiences of which they are a part. Further, both the facts regarding the nature of these experiences and the learner's reactions to them are significant.

Any true record must show the learner as a developing person. Only as records are continuous and cumulative will it be possible to give an accurate picture. This needs to include both positive and negative aspects of the individual's development. Teachers are at times hesitant to include negative characteristics on the ground that they may change as the learner develops and that in the record they run the risk of being misinterpreted by those reading it subsequently. Cumulative records show the change. To fail to include the negative aspect at the time that it is a factor in the life of the child means an inaccurate total picture at the given time. This suggests a further criterion, namely, that records must be used professionally. They are service tools and must be used to serve the end for which they are designed. When there is recognition of the unique worth of each individual they will not be used unprofessionally.

Records should be specific and in so far as possible objective. Subjective estimates are made increasingly objective by the inclusions of specific incidents and illustrations. The day-to-day relationships between learners, between learners and teachers, between learners and parents, offer fruitful situations for studying the everyday concerns of children and youth. The dynamics of class behavior, stories spontaneously told, games selected, things told in conversation, dramatic play, informal conferences, samples of work—drawings, sketches, plans, written compositions, diary records, committee reports—and reactions of parents and data supplied by them, all contribute to understanding and evaluating the learner's growth and development. Well selected incidents make it possible for those reading records to see the individual in action and to agree or disagree with the interpretation made.

Records should be contributed to by all persons concerned with the learner's growth, including the learner himself. Likewise, records should be easily accessible for use, under guidance, by all concerned with the individual's development. If evaluation is to be integral in the life of the learner he should participate with adults in developing and using records. To the extent that they are able at various stages of maturity, children and youth should help to make certain records and reports and should be helped to use their records to evaluate their own growth and to make plans for the

future.⁴ Parents, community youth leaders, employers, and others, can through the data which they share with the school make a real contribution to the learner's development. In addition, their guidance of the learner will be more positive when they share in the school's understanding of his growth.

Evaluation of the Educational Program Is Continuous

Evaluation not only gives a developing picture of the individual and of the group of which he is a part, but also serves to indicate needed change in various aspects of the educational program. An adequate study of the learner should result in continuous improvement of the program in which he is functioning. Curriculum development and guidance are two parts of the same whole. To the degree that life purposes, life values, and human experiences are subject to change, the curriculum should be responsive to change. It should be the endeavor of education to evaluate continually and build its program in the light of the best conceptions of purpose and value, and the most trustworthy data regarding children and youth and the society of which they are a part. The whole school cooperates in this process, each part conditions what other parts can do, each part makes its contribution, for good or for ill, to the growth of children and youth.

READINGS

- CASWELL, H. L. *Education in the Elementary School*. Chapter X. New York: American Book Company, 1942.
- ELSBREE, W. S. *Pupil Progress in the Elementary School*. New York: Bureau of Publications, Teachers College, Columbia University, 1943.
- HOPKINS, L. T. *Interaction: The Democratic Process*. Boston: D. C. Heath and Company, 1941.
- KOOPMAN, P., MIEL, A., and MISNER, P. *Democracy in School Administration*. New York: D. Appleton-Century Company, 1943.
- LEONARD, J. P., and EURICH, A. C. *An Evaluation of Modern Education*. New York: D. Appleton-Century Company, 1942.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. 45th Yearbook, Part II. *Changing Conceptions in Educational Administration*. Chapters I, III, IV. Chicago: University of Chicago Press, 1946.
- OTTO, H. N. *Elementary School Organization and Administration*. New York: D. Appleton-Century Company, 1944.

⁴ See also Chapter IX, p. 470.

SMITH, E. R. et al. *Appraising and Recording Student Progress*. Vol. III. New York: Harper & Brothers, 1942.

STRANG, RUTH. *Every Teacher's Records*. New York: Bureau of Publications, Teachers College, Columbia University, Rev. 1943.

TRAXLER, A. E. *The Nature and Use of Anecdotal Records*. New York: Educational Records Bureau, 1940.

WRIGHTSTONE, J. W. *Appraisal of Newer Elementary School Practices*. New York: Bureau of Publications, Teachers College, Columbia University, 1938.

VIII

School and Community Work Together in Curriculum Development

THE QUALITY AND DIRECTION of the development of children and youth reflect the quality and direction of the educational functioning of their community. Youth, as they leave school for the work of the world, reflect how community-school relationships have shaped their curriculum. The school cannot work successfully alone. Whether it wills to do so or not, the school does not work alone. Parents, other members of the community, and the community as a whole contribute to the education which goes on in the school, whether they work together or not, whether they work together consciously or unconsciously, positively or negatively.

This study has emphasized the fact that the total life curriculum of children and youth is made up of all their experiences. The guidance which the school provides in dealing with these experiences—the school curriculum—occupies only a small part of the day and a few years of life. Yet those concerned with developing the school curriculum are committed to helping learners deal with home and community experiences in such a way as to grow in ability to act upon democratic values in meeting situations of everyday living. Chapter II gave a brief analysis of the characteristics of American civilization which present basic challenges to the curriculum worker. This chapter turns to a consideration of ways in which school and community affect each other and work cooperatively to help children and youth become better able to meet the obligations of the democratic way of life.

How important it is for those who develop the school curriculum

to know what contribution home and community are making and can make toward growth in ability to handle the persistent situations of living has been stressed. Only as it has this information can the school provide the needed supplementing, expanding, and interpreting of experiences which make for balanced growth. What is done by the school in helping learners grow in ability to deal with health problems depends on what home and community are also teaching. Learners' explorations of the problems of purchasing and money management under school guidance will depend upon the experiences the home affords and what problems those home experiences have created. The steps that will be taken to help learners understand technological developments depend on what experiences the community offers. In the community which has an abundance of aesthetic resources the school can make an important contribution to the lives of children and youth through helping them explore these resources. The emphasis in the school's guidance of children and youth will vary with the quality and nature of their experiences in home and community.

Stress has also been laid on the importance of school, home, and community making a consistent contribution toward the development of democratic values. When the school works toward the appreciation and understanding of racial and religious minorities and the home or community discriminates against certain groups, children and youth are forced to choose between conflicting values. When children and youth who share in the decisions governing their activities at school are also allowed to take a responsible part in planning at home and see the same values in operation in their community government, consistent growth in appreciation of the need for democratic participation is more likely to result. Only as experiences in home, school, and community are directed toward the same values and reinforce each other will maximum growth take place.

A community concerned about the development of citizens who are able to take their responsible places in the world should be directly interested in the work of the school. The functioning of the school and its contribution to the lives of children and youth should be the subject of constant study and evaluation. Children are the product of their total environment and it is the responsi-

bility of all citizens and institutions to see that the environment is a satisfactory one.

As truly as the community affects the school so does the school affect the community. Much has been written about the lag between school and society—between life outside the school and that segment of society within the four walls of the school. The school which never gives children and youth experience in dealing with real situations sends out into the life of the community young people who are indifferent to or even unaware of some of the fundamental problems of society. The school which does help young people deal effectively with real problems inevitably influences the community in which those problems arose. Young people seeking solutions to life situations will, if wisely guided, turn to their community for help, and affect the life of that community by so doing. When the real concerns of children and youth are central in the curriculum, community resources cannot remain outside the school nor can the school fail to go out into the community. Children and youth with concern for better play facilities cannot solve this problem without working through community agencies and mobilizing community resources. Learners who experiment with new seeds or fertilizers in the school garden may arouse family interest in new garden products and changed gardening methods. Young people studying the problems of world cooperation may, by the requests that they make, bring new books, magazines, and informational materials to the community library. Children and youth who have brought about positive results through active community cooperation are more likely to be the adults who play their part in the intelligent meeting of similar community problems.

Teachers who are working in terms of this concept of curriculum development need to appraise the functioning of the school in the community. Have home and community problems of concern to learners found their appropriate place in the curriculum? Does the school regard the ongoing work of the world as a laboratory lying just outside its doors? Does it regard the adults of the community as potential teachers? Is it interpreting the education of its children and youth to the community, parents, and other adults, and receiving in return interpretation of the other phases of their lives which condition their education? Is the school an

institution which can never be left out of any situation of concern to the whole community? What positive leadership is it giving in the solution of community problems? In what ways can teachers, administrators, girls and boys, their parents, and other adults co-ordinate their forces and their ideals toward better living for every individual? How can they work together in building the school curriculum?

The School Needs to Understand the Community

The school which is to work constructively in a community must know the community of which it is a part. Community influences affect the concerns and points of view of children and youth. Community institutions share in their education. Community resources contribute to their expanding knowledge.

The Pattern of Community Life Has Its Effect upon Children and Youth

Communities vary in cultural heritage. In some, tradition and mores which have rarely been challenged present a relatively inflexible background against which children and youth are trying to deal with new modes of thought and new ways of acting. In others greater emphasis upon change, upon flexibility, upon too readily accepting that which is new and different may provide little of the stability needed by boys and girls. In many a combination of tradition and exploration of the new creates conflicting standards which make it difficult for children and youth to develop consistent values and ways of behaving. Contacts with members of other social, racial, and religious groups may be many or few, positive or negative. Patterns of cooperative community action range from active interest and positive steps toward solving local, national, and world problems to almost complete apathy.

Learners are also growing up under different economic patterns. Some are learning first-hand about the problems of employment in industry. Others have little familiarity with business organizations which are not self-contained. In rural areas the problems of the farmer are very real, while those of the miner or factory worker may be difficult to understand. Within the same city children may

be growing up in extreme wealth or poverty, each unfamiliar with the problems of living faced by the other group. The school needs to know the economic patterns which are affecting the lives of its learners.

Political patterns, too, differ and children and youth tend to develop their concepts of government from what they experience. Neither the town meeting of the New England village nor the ward of the large city tells the whole story of the functioning of our political democracy. Young people need to be helped to understand and to grow beyond the patterns of political organization which are typical of their immediate locality.

Institutions and Agencies Influence the Learners' Growth

The same cultural heritage and patterns of community life may be very differently interpreted by learners, depending upon the institutions and agencies with which they come in contact. Every learner is affected by and can learn much from the variety of institutions and agencies in his community. It is important for the school to know what these are and what their influences may be. The family is a primary social unit which exerts an early and lasting influence on every aspect of growth. Here the child should find a fundamental source of security and affection. In the family group he lays his bases for social relationships with others. Family standards help to determine his values, family prejudices his prejudices. Where there is inconsistent and unwise guidance in the home, the school faces added responsibilities. Homes in which family life offers little may drive children and youth to other sources of satisfaction. Community agencies, both positive and negative—the street, the motion picture, the gang, the church, the school—may be turned to by these youngsters seeking the security, affection, and guidance they need. Wholesome family life is one of the most powerful influences for constructive growth. The school and other agencies concerned with the development of children and youth build in terms of the patterns and the direction of growth already started in family life.

The church and various religious and secular young people's organizations seek to develop many of the same attitudes and un-

derstandings and contribute to many of the same areas of growth as do both home and school. These organizations with aims similar to those of the school must be an integral part of educational planning which has the total growth of learners as its goal.

Those who are concerned with building a more beautiful community, with supplementing community resources of art, music, literature, and drama, are making a valuable contribution to the welfare of children and adults. The state or county health clinic, the community chest, the many kinds of service clubs or charitable organizations, the American Red Cross, other local or national relief organizations, make added important contributions to community well-being. Where agencies in the community are lacking or fail to provide for important aspects of welfare, the school must meet the need, or the children and youth, which are its primary concern, will suffer.

In every community there are organizations set up to serve the interests of industry and labor. The problems of employment and labor have common elements for workers in remote agricultural districts, in large city industries, and for workers in the professions. All types of employers and workers face problems related to legal controls, prices, markets, living costs, economic and job competence, and many others. Children and youth who have the opportunity to appraise the efforts of groups to reach solutions satisfactory to all are learning first-hand about some of the democratic processes of cooperative action, as well as being introduced to some of the crucial issues in our economy.

Every community, no matter how small, is operating under some form of constitutional government. Learning how government works, how local laws and ordinances are made and enforced, what compromises must be made in democratic government because of differences of opinion—these are steps toward competence in setting up a world security administration and in making it work. Every community has some form of legal safeguards. How a community decides upon needed legal protections, how the processes of justice are kept free, how vested interests superimpose their values upon people, how public opinion becomes bills and bills become laws, how laws can be repealed by similar pressure of public opinion—these are the practical phases of social change by orderly

process. How a community utilizes public services—post office, fire department, police protection, public health services—is a phase of community planning for group welfare. These are some of the aspects and problems of the institution of democratic government which can be the source of significant educational experiences in the school which knows its community.

The profound influence of agencies of communication on the welfare of all American communities has been stressed in Chapter II. They are powerful factors in the making of the American mind and in the stimulation of American action. Children and youth, as well as adults, must deal with these increasingly important sources of influence over man's mind. They, like adults, are trying to appraise the advertisements, the news reports, the propaganda, the interpretations of American living with which they come in contact.

The Ongoing Work of the World Is a Laboratory for the School

The factory, the shipyard, the retail store, the city office, the farm, the thousands of other activities needed to carry on the work of the world are resources through which children and youth come to understand the work life of a community. Technological developments—serving man as he manufactures, tills the soil, travels, builds—are in every community. On the farm it may be the tractor, in the city it may be the machinery of the factory or the crane and steam shovel of the construction gang. A part of the pattern of the life of every community, these developments which lighten the work of the world should become part of the experiences of boys and girls.

The ways in which men work together, the techniques of cooperation they use, offer other learnings very important for children and youth in our industrial democratic society. The farm is affected by larger world markets; the retail store relies upon the complex organization of wholesaler, transportation units, middlemen; the production of simple machines involves the work of many different specialists; few products are completed by a single artisan; various forms of cooperatives are being developed. Children and youth will be called upon for a degree of cooperative activity not yet

achieved by today's adults. Both school and community contribute to the development of the needed abilities.

Children and youth need help in understanding and evaluating the communities in which they live. Their sensitivity to situations in the community, what meaning these situations can and will have for them, what they learn will be partly determined by the sensitivity of those in the school to the influences which these various community patterns are exerting. Further, as the school throws new light on community situations it has the opportunity to help learners see them in the perspective of the larger world of which they are a part.

Teachers who would understand community influences upon their learners and identify the resources upon which they can draw, gain this knowledge by living actively in the community. As community contacts are made and worth-while learning experiences in the community are identified, teachers need to develop ways of sharing this information with one another. Many schools have found it helpful to develop a resources file in which are kept brief reports of the community contacts that have been most fruitful. These reports indicate the nature of the problem or problems to which the resource contributes, the kinds of learnings afforded, general information desirable for the children to consider in using the resource, and often information about transportation facilities, persons who should be contacted, and other details which are important as teacher and children plan to use the given community resource. Persons as well as places can be listed, and possibilities for bringing community resources to the school as well as suggestions which will take the school into the community can be considered.

The School Uses the Community as a Source of Many Learnings for Children and Youth

The descriptions of classes in action included in other chapters indicate ways in which community resources and problems become part of the activities of the school. This section summarizes the suggestions which have appeared in scattered form in other settings.

*Children and Youth Deal with Home and Community
Situations of Everyday Living*

The curriculum developed in terms of the everyday experiences faced by children and youth includes situations of home and community living. The problems of running a paper route, how to treat wild birds, whether to pick wild flowers on a picnic, what traffic laws must be obeyed in coming to school, where to play when school is out, what to make mother for a Christmas present, how to decorate a club house, what activities to undertake in the Junior Red Cross, the Scouts, or the 4-H Club, how to shop wisely, how to manage a bank account, whether to join a young people's political club, what newspaper to read to follow national events, which vocation to enter, how to apply for a job—these and many others arising directly out of learners' out-of-school experiences are explored more fully in the school.

Other situations arise from local and national events which learners are trying to understand even though they themselves are not directly involved. Parents discuss a new property zoning regulation, a local or national election takes place, a plan for reforestation of near-by land is discussed, a municipal hospital is erected, a parent collects unemployment insurance, a community cooperative is established, a series of interfaith services are sponsored by the local council of churches, a decision of the United Nations is reported in the daily paper, a magazine article describes life in another country, an editorial discusses American foreign policy, the President vetoes a bill, the health inspector closes a local restaurant, a new experiment in the control of a contagious disease is reported—according to their maturity learners bring problems such as these to the school for further consideration.

The community itself, and the life that goes on in it, raise other problems for learners. They investigate a new building being erected, a steam shovel at work, the park employees trimming trees. They ask about the railroads, the airplanes in the local airport, the trucks on the highway. They are interested in the new combine, the new kind of wheat, the thoroughbred cattle on the neighboring farm. The local factories, the neighborhood stores, the wholesale houses and markets come to their attention. They are concerned

about the work of the school custodian, the mechanic in the near-by filling station, the doctor, the policeman, the fireman. They ask about the reservoir, the power lines, the telephone. The list is endless. Further illustrations are given in the analysis of persistent life situations in Chapter V. Even there the situations listed are only a fraction of those which learners actually can and do face.

As children and youth are helped to deal with these situations they grow not only in understanding the immediate situation, but also in ability to deal with related home and community problems. Problems of community government are faced differently when teacher and learners look toward a world in which international co-operation is inevitable. Interest in machines will be dealt with differently by those who see children and youth going into a world which has not yet learned how to use its technological wealth in the interests of social well-being. The nature of the community—local, national, and world—in which children and youth are living affects the development of their curriculum.

The School Turns to the Community for Resource Material

When the school deals with these problems of home and community life their very nature takes learners back into home and community. The school which deals realistically with such problems talks about budgeting in terms of real family groups, banking in terms of the policies of the local bank, government in terms of town affairs. The fifth grade responsible for managing the school store turn to local stores for guidance in displaying their materials and in keeping their books. They follow the local election in the daily paper, over the local radio stations, through the handbills and printed materials which circulate in the community. The tenth grade seek information about soil erosion from the new developments in the community, turn to the local legislature to learn about government control of health regulations, and visit the city power plant to follow up some of their questions about electricity. The first grade learn to make simple purchases wisely by going to the local stores. They satisfy their curiosity about wild birds by visiting the near-by park.

Some high schools have experimented with more extended con-

tacts with the life of the community both through work experiences and through travel. Youth learn about the work of the world, their obligations to employers, the needs of working groups, and the demands of the job by actually being on the job. High school classes have on occasion been able to go to other communities and to live in them for a period of time, becoming acquainted with differing mores and patterns of community action.

Community resources also serve in situations where the problem does not arise in the immediate community. A group interested in the reports of an invention which has resulted in great saving of time and labor in a textile plant may turn to the industries of their own community to find what similar advances have been made. High school youth following the reports of scientific developments making for improved housing study the housing projects in their city. A tenth grade concerned about national proposals to provide for the health of working groups investigate what is already being done in their town. Second graders, excited about a letter from a classmate visiting in another city, may turn to the mailman or the local post office to find out how it came to them. A third grade concerned about a newspaper report of a very serious fire may call upon a representative of the local fire department to see what might have been done to control it, to find out what regulations for fire prevention their town has.

Community resources come into the school as often as children go to the community. Teachers and children call upon parents who have traveled for pictures and articles typical of life in other countries, as well as for first-hand descriptions. They know of the rock collection or the exhibit of butterflies owned by local naturalists. They ask parents and other community members to share their hobbies—a collection of dolls from other lands, the products of a father's work bench, paintings, music, and many others. From the exhibits and pamphlets prepared by local agencies come other resources—a series of pictures or a display showing the steps in the development of a product, a number of bulletins from the neighboring experimental farm, government publications. The loan collection from the public library, the exhibit from the natural history museum or the art museum are used so often in this fashion that they need no further mention here.

These community contacts are not ends in themselves, planned to acquaint children step by step with different aspects of their community. Rather, they are means to the solution of problems which involve understanding the community. Field trips, excursions, or community resources brought into the school are not used at stated intervals to help children learn all they can about a given community enterprise; they are drawn upon when they are the most effective means of helping learners to find what they need to know about certain definite aspects of a community activity which are involved in the problem they face.

Children and youth who are learning to use community resources in this way are growing steadily in their acquaintance with the world in which they live. This acquaintance is being built in concrete terms by the things they see and the objects they handle. In addition they are building important techniques for securing information about their world. Young people who have learned how to observe carefully, how to interpret exhibits and pamphlets presenting one point of view, from whom to seek help on specific problems, where to go in their community to find the most authoritative answers to questions, are more likely to become the adults who mobilize community forces effectively to meet a common problem.

Adults in the Community Are Potential Teachers

It is not possible to consider ways of drawing upon community resources without including the adults who are so frequently involved. Persons not officially members of the school staff are sources of specialization upon which the school can draw. As community members with whom children and youth associate they can do much to supplement the work of the school.

Representatives of vocational groups—the doctor, nurse, lawyer, engineer, plumber, mechanic, farmer—can contribute not only information about the occupations they represent, but their specialized knowledge of the field in which they work. Many constructive attitudes toward health can be built in the doctor's office. The plumber who takes time to explain his job to the group of children watching him adds to their growing knowledge of tools and machines. The factory worker can contribute information about tech-

nological advances as they affect his occupation. Learners' understanding of the necessity for legal protections can be heightened by their acquaintance with the local judge or the police officer who gives a sound interpretation of the responsibilities of his position. The superintendent of schools can contribute to their understanding of the function of organized education, the city manager something about community planning. These persons have more detailed information about their special fields than the teacher-specialist who must also cover several other areas. Children and youth need this help.

Adults with special talents or interests—musicians, artists, writers, persons with special gifts for interior decoration, woodwork, and adults with special hobbies—can also supplement the work of the school. The father who shares his work bench with the boys of the community, or who comes to the school to give special help on a class project, shares a teaching responsibility with the school. The musician who brings his instrument to school and talks with children about it contributes to their musical appreciation. A parent interested in photography not only shares an interesting hobby but can add to aesthetic sensitivity to the qualities of a good picture and to knowledge of the scientific processes involved. In addition the special backgrounds of parents and other community members can often make a rich contribution to the school. Parents or grandparents may have been born in other countries and be able to provide first-hand information. Community members who have lived in other parts of the country can help learners understand sectional problems. The school which is concerned about the development of the potentialities of its learners should be alert to the sources of stimulation and guidance which the community offers.

The School Helps Learners Explore Educational Resources in the Community

Community resources have educative value in their own right. They need not always be drawn upon in relation to an activity guided by the school. Teachers have an obligation to help learners come to know the educational possibilities which reside in their world. Children and youth who have discovered how many interesting things exist in the world around them and who have learned

how to get additional information about the things they see have at hand a very rich source of further education.

The school can help learners explore aesthetic resources—a special art class, a puppet-making group, a children's theater, children's concerts given by the local orchestra. Other possibilities are found in the special services of the public library as well as in its books, the classes in the museum as well as in its exhibits, the parks, the demonstrations in the near-by experimental farm. The programs of the various recreational centers, clubs, and youth groups provide other valuable experiences. While it works cooperatively with these organizations to build a unified program for children and youth, the school needs also to help learners become acquainted with what they have to offer. The school can also help learners explore the value of a worth-while motion picture, a fine news release, an hour of good music, a radio program with good dramatic quality. The responsibility of the school lies partially in helping learners evaluate these resources as they bring their concerns about them to the school. It lies also in helping them learn to use these resources in situations in which the school is not involved.

School and Community Work Cooperatively in Curriculum Development

The suggestions in the preceding section have presupposed school-community cooperation. The emphasis, however, was primarily upon the ways in which community resources could be used to make a contribution to growth. This section turns to a consideration of some of the methods by which community members can work cooperatively with teachers and learners in curriculum development. To work together to understand learners, to supplement efforts to guide learners, to help learners find their places in community activities, to evaluate the curriculum cooperatively, are important aspects of effective cooperative relationships.

School and Community Help Each Other to Understand Learners

Since home, school, and community see different aspects of the learner's growth, each to do its work effectively must know what is

being done by the others. Frequently the learner is dealing with the same persistent life situation through different experiences in the three settings. Is he responding consistently? Is the help given him in one situation supplementing or negating that given him in another? These are questions that all concerned about the development of children and youth must face. Each agency working with the learner has a responsibility to share its knowledge and understanding of him with others. School-community cooperation must be a two-way process.

Little real understanding of the learner can be gained by those who do not know his home. Just as teachers have much to offer parents in the understanding of their children, so the parent also has much to offer the teacher. Together they study the behavior of children. Together they make plans and pool experiences. Parents can learn much about their children if they are welcome visitors in the school and can observe them in a variety of situations. Teachers in turn are helped when they, from time to time, are invited to share the activities of the home. The school which provides opportunities for family groups to work and play together opens another avenue of understanding. Teachers and parents through individual conferences, the parent-teacher association, or meetings of other groups can build together toward better ways of interpreting and evaluating growth. Records to which parents, teachers, and members of the community contribute have been mentioned as another valuable instrument for understanding learners. These records will be of greatest value when there is an easy flow of information from all who work with the learner, and when all concerned with his development have access to them.

The church, youth organizations to which the learner belongs, welfare agencies, various individuals in the community who know him, can likewise make a fundamental contribution in interpreting the learner to the school. The school and home in turn can contribute to these agencies. Teachers can learn much about children and youth as they share in the activities of church organizations and youth groups. In cases where the courts are concerned, constructive solutions to problems call for the cooperative efforts of all who know the child or youth involved. The social worker who has been in the home, who knows something of the family history, so-

cially and economically, is in a strategic position to help. Individuals in the community often stand ready to make a contribution at the school's request. The family physician, for example, has a great deal to contribute to the school's understanding and guidance of a child with a health problem. He can, in turn, supplement the school's efforts when he works with parents and child if he is informed about the problem which the school sees and the way in which it is working. This same interaction can unify the work experiences of youth in the school and on the job.

School, Home, and Community Plan Supplementing and Enriching Programs

When there is joint interpretation and understanding of children and youth and the situations with which they are trying to deal, all concerned can build toward a stronger and more unified educational program. This is another concept which has been expressed many times. Parents, youth groups, the representatives of churches, libraries, and recreation centers, other community members who help learners with aspects of the same life situations with which the school is also giving help, need to plan with the school as to the direction their joint guidance is to take.

Common understandings of the desired direction of growth can be arrived at when home and community members work closely with the school in the study of situations faced by learners. A parent group, for example, might start with the analysis of life situations given in this report and identify the major situations with which they are helping learners in the home and those in which their children lack needed competence. Out of such joint study can come increased insight into the situations which learners face, the help they need, and where and how that help can best be given.

Out of such joint study can come better allocation of responsibilities and decisions as to how each agency can vary its emphasis in the interest of balanced growth. These variations in emphasis, which result in better total growth, often become haphazard and pointless unless there has been planning by all concerned.

Parents and other community members can also cooperate with the school in helping learners become aware of other educative possibilities in the community. One parents' association in a large

city prepared a monthly bulletin informing the entire parent group of coming events of value to children. New motion pictures were regularly reviewed, new children's books were discussed as well as books about children and schools which parents might find of help. The latest exhibits at the museum were appraised, and the musical events of interest to children were listed. Such information as this makes for a richer total curriculum for children and youth.

Youth and Adults Work Together on Community Problems

Legal citizenship in the United States comes late. Our society has no common religious or cultural induction into adulthood. The schools can help to meet this need by planning cooperative opportunities for the sharing of thought and work by youth and adults. The more youth and adults function together in community undertakings, learning those things both need to know, the better the understanding. Young people want to share the experiences of their elders if they can share them, think about them, and evaluate them, and not be forced into static adult patterns. They want to learn from and with them when they face rapid change as the only certainty in the world which is their heritage. These experiences should not be limited to youth of the high school age. Younger children too can learn much from cooperative community activities.

Father-son forums and other such informal educational programs on national and international issues have been most successful for both the fathers and the sons. They have in some cases become community events. Community program and policy committees in which young people are included have done better planning for the meeting of older and younger minds. Many civic organizations have found it to their advantage to encourage junior membership—or at least youthful guests on those occasions which called for the thought of all American citizens.

The problems of the community can profitably become school-community undertakings on which youth and adults work together. One community needed a water filtration plant for which an appropriation was necessary, but at each municipal election the

voters failed to pass the necessary bill. Why? Because each land owner was struggling to have the waterworks placed on his land regardless of whether that site would best serve the public need. So the public continued to vote down the appropriation. The typhoid rate continued to rise. One fall, after a very hotly contested election, the debating club of the high school decided that they wanted to find out more about this question. First they studied the typhoid rate and found that their city had the highest rate of any in the state. Then they consulted sanitary engineers for standards of location, kinds and costs of water plants, annual cost of upkeep. They visited the various proposed sites with experts as well as with the men whose interests were involved. Thus the controversial issues became more clearly defined. After becoming well informed, they prepared speeches, debates, and wrote articles for the press. They were invited to speak before various civic groups and met members of the city council and of the chamber of commerce. City Hall began to be disquieted because they realized that these young people were too well informed to accept evasive answers to their questions. Interest grew among the families throughout the city. The elementary schools caught the enthusiasm—wrote stories and made speeches. At the next municipal election the appropriation bill was passed with an overwhelming majority; but even more important than this triumph was the fact that the people of the community began to look to the school for help in securing other needed resources.

In another community youth and adults worked on the improvement of library facilities. A county Federation of Women's Clubs together with parent-teacher associations and the high school students took a random sampling of a dozen periodicals from each of the local newsstands. They arranged them in three categories—those they felt would be definitely desirable, those they judged definitely harmful, and a group of ineffectuals, neither good nor bad. They then gave publicity to their list of desirables, asking the public to make it profitable for newsstands to keep well stocked with these. They also made lists of other good journals not found on the newsstands and made a business of asking frequently for them. The result was good. Students derived a great deal of help from this experience for they learned to be more discriminating in their selec-

tion of random reading, parents learned the kind of literature their children enjoyed, and good reading materials were more readily available in the community.

"Our playground can be one of the places where races meet and begin to understand each other," a boy reported in the Student Council of another high school. "We know because we invited in the neighborhood kids perched on the fence when we were using gym periods to help finish the job of surfacing it. We know from our class study of the community that racial antagonisms begin with little things, and decent attitudes also begin with little things." The Council's Community Committee wrote a petition to the school board. They sent it after securing the approval and the backing of the Parent-Teacher-Neighborhood Committee to whose meetings they regularly sent representatives. The petition asked to have the playground open to supervised groups of younger neighborhood children for all hours, including vacations, when the school was not scheduling it. It asked to have the offer go to the churches and other community institutions which they had visited and where they had found fine ideals but poor physical facilities.

The petition was granted. The resulting cooperative attack on recreational needs made an important contribution to good community relationships. A gym class had gone on with a study begun in a social studies class and had invited in the children sitting on the fence. Council members from that class had brought the matter up in council meeting. The proper council committee took over and, with the parents and the administration of the school, acted in an obvious next step of neighborliness. Most important of all, from the standpoint of the teachers guiding this process, learning from books and field trips had been translated into cooperative neighborly relationships in an intercultural community.

A fourth grade in a small town started an active campaign against flies and mosquitoes. Through their efforts and those of the community members who cooperated considerable progress was made toward covering garbage containers and cleaning up other breeding places. A sixth grade in a large city school, concerned about adding some beauty to their own homes, worked with teachers and with parents to build window boxes and to plant the flowers that added color to their community all summer. In many schools chil-

dren, parents, and interested community members have jointly undertaken to beautify the school buildings and grounds. New equipment has been constructed by interested groups when funds were not available to purchase it. Buildings have been painted, trees planted, school gardens laid out. School and community—parents, children, and others who were concerned—have cooperated in activities to raise funds for their school. A bazaar in which all work together, a spring festival, a Christmas concert are common activities. Planned wisely they serve to give learners an opportunity to work cooperatively with persons of various age groups.

In other communities services needed by the community have been developed through cooperative planning in which teachers and children have had a large share. One rural school operates a meat packing plant for the neighborhood. Another runs a bank to serve both school and community. A third manages a local co-operative. A fourth grows an experimental garden plot in which new types of products are tested. In one city it is a health clinic planned jointly by parents and school. In another it is an after-school recreation program for the children whose parents work. In a third it is a jointly operated lunchroom needed in the district where children come to school from long distances. In all of these children and youth take an active share both in planning and in carrying out the enterprises.

Work experience, as a means of becoming acquainted with certain aspects of community life, has already been mentioned. Its value is enhanced when employers, youths, and school counselors work closely together evaluating the learnings that are resulting, analyzing needed competencies which the school can help to build, and identifying other experiences that can be valuable. Community groups and individual citizens are also very much needed to point out new vocational horizons. The professions are changing as radically as other jobs. New service occupations are developing. Community members can work with the school to help learners see new possibilities and new needs. Whether or not this leads to actual work experiences for high school youth, it can result in a variety of discussion groups, first-hand study, and contacts through printed materials, all of which give some understanding of changing patterns.

Community and School Together Evaluate the Educational Program

Cooperation is needed not only on common problems but on evaluation of the effectiveness of the educational program and the quality and direction of development of children and youth. Laymen who see boys and girls in action in the community can play a vital part in helping the school identify gaps and shortages in its work, and in suggesting new emphases for the further guidance of children and youth.

Several channels through which this can come about have been indicated. Active cooperation between parents, community members, and the school in the interest of knowing learners better leads inevitably to evaluation of what is now being done. As school, parents, and other lay persons in the community make a joint study of the persistent life situations which learners face, they will move toward discovering areas of living in which no one is giving adequate help. Cooperative planning of how each may best supplement the work of the others always involves evaluation of what is needed and how well it is now being provided. Parent study groups, parent-teacher-pupil groups, planning councils of representatives of all educational agencies, need to meet regularly both to consider how well present attempts to supplement each other's efforts are meeting the needs of learners and to give attention to clarifying long-term goals and considering whether present practices are taking them into account.

Children have a place in this process. They contribute to the development and evaluation of their curriculum as they share in the planning day by day, and as their needs and concerns become the basis for school experiences. As they share in the writing of records and reports to parents they contribute to another aspect of the evaluation process. They can also add much if they are given the opportunity to tell in what ways they think their present experiences are helping them and what else they would like to be able to do. What does it say of the attitudes being built in home and in school when children indicate their wishes about school as "To pass," "Not to be held back," "To be the smartest boy in class," "To make all A's"? What can be learned from those who ask for

"More shop work," "A science lab where we can really carry on experiments," "More time for art," "A kitchen where we can cook hot lunches"?

Not merely the school curriculum but the total education of children and youth must come under scrutiny by those who are concerned with the development of learners. Parents and community members must evaluate the possible contribution of other agencies to the several aspects of the educational program; recognize that leadership in any aspect of the program should reside in the person or agency best qualified to give it and seek that leadership in any place in the community where it may be found; and work toward a council of pupils, teachers, administrators, parents, and representatives of other community agencies planning together and giving direction to a community educational program.

The School Plays Its Part Directly in Community Growth

American citizens can blame no one but themselves when democracy fails to function. We are the government. We are the source of the ideals and goals and the means to reach them. We are a nation which is developing democratic means through which to reach democratic ends. When some of our ways of living need to be changed we ourselves are responsible for action. When they need replacement it must come from our own vision and creative efforts. It is a process requiring constant vigilance and effort and the cooperation of all forward-looking American individuals and American institutions. The unfinished business of democracy can be worked upon in no other way.

The school plays its part toward building a better world both directly and indirectly. It works not only through the values, attitudes, and understandings it helps to build with young people, but also as it functions as an active institution in the community. The cooperation of the school is needed in the solution of community problems. At times its leadership is needed in securing cooperative action on the part of other community groups.

The School Helps to Solve Community Problems

The school as one community institution should play an active part in the constructive meeting of community needs. In a given community it may be a problem of better health facilities, the need for proper sewage disposal, the provision of community recreational facilities, the establishment of a public library, the elimination of slum areas, a needed housing project, the control of juvenile delinquency, the problem of better city government. The school which is concerned about the kind of community in which children and youth grow up cannot refuse to cooperate to the fullest extent on such problems. This cooperation may involve the school as a whole—board of education, administration, teachers, learners, parents—or it may involve administration or board of education speaking for the school. In some cases the school will need to initiate action, in others it will work as part of a community council or in cooperation with one or more organizations. The school has within itself tremendous power for community improvement. It cannot refuse to use this power in the interest of its boys and girls and of the society of which it is a part.

State, national, and world problems also must come under consideration. We have recognized that isolation has been ended by science and invention, that our greatest problem is that of preserving peace and developing world unity. The school which takes on its full leadership responsibility in a community must be prepared to work constructively in terms of these larger issues. This does not mean a faculty of one mind, taking a united stand on every problem; it calls for an informed group of teachers, working together and with other community members toward the clarification of issues, the objective study of facts, and the mobilization of individuals and groups for action when it is needed.

School Resources Facilitate Community Growth

Another way in which the school can be effective in changing and enriching community life is to share its resources with community groups. Many schools are well-planned community centers.

Lectures, radio programs, movies, concerts, forums, mass meetings, and exhibits are all means that have been used by schools to contribute to community life. Some provide opportunities for continuation and enrichment of education of adults of all groups. Others share their plants with community groups. Recreational space is made available after school and in the evenings to youth and adults. Shops are open to children and to parents. Auditoriums are made available for community use. Communities with no library facilities have asked the help of the school in starting a small lending library. Parent study groups as well as other adult groups have been provided with needed books in this way. School personnel as well as facilities have also been made available to these groups.

Another important contribution can be made through the study of crucial issues and basic American ideals and goals and the sharing of this study with the public. This leadership may in part come from the activities of learners. Whether it is in the simple words of the children in a play they have selected or written, in the exhibit of their ideas as expressed through one of the arts, in a discussion or a scientific demonstration they open to the public, in a speaker or worthy cause they are sponsoring, in literature they are distributing—in any or all of these the school can be a powerful agent for the improvement of American life. In addition the school can take active leadership, or give cooperative help, in establishing community groups concerned about these problems. At times teachers may lead such groups. At others, teachers will work in and through established community groups—the League of Women Voters, a United Nations organization, an intercultural group, a foreign policy association. The school's study of these problems should contribute objectivity of scholarship, awareness of issues, and challenge to action. It is a logical part of a school's responsibility to the community.

The School Cooperates in the Preparation of Professional Personnel

The education of others who are working with children and youth can become another way in which the school serves the community. The school is the only place where large numbers of chil-

dren from all walks of life come together. Here is an opportunity to serve the people in the community who wish to become more expert in working with children. The role of the school in the education of teachers has long been recognized. But others who work with children and youth need help in coming to know them. Something can be gained through reading, but the vitality and ever-changing personality of a child was never confined between the covers of a book. The nurse, the physician, the social worker, the leader of the Scout or Brownie troop, the playground director, the counselor at a summer camp, will know children better when the school takes seriously its responsibility in opening its facilities to them.

This, like every other suggestion for active community participation, needs much more detailed consideration before its full implications are clear. Careful planning is needed of how best to help others learn to know children, how to provide sufficient participation to give concrete experience, how to interpret the ongoing work of the school to them while at the same time maintaining the best possible program for children.

Teachers Are Active Members of the Community

The teacher as citizen has the same basic responsibilities of active participation in the community as has any other citizen. As a voter he has the same responsibility to give intelligent appraisal to local and national problems. As a person living in the community he has the obligation to work as an individual, as well as a member of the school, toward community betterment.

As a citizen he has the same responsibility as any other citizen to contribute to community life in terms of his special competencies and interests. Members of an active school staff will be found working in various capacities in the community—on the library board, in a choral society, on the city council.

As a member of a profession which develops special sensitivities to cooperative work with others, and interest in human welfare, the teacher has a real contribution to make to cooperative community efforts. One of his greatest contributions should be to help individuals and groups to work together. He should have a contribu-

tion to make to out-of-school youth groups, community councils, church boards, hospital boards, service clubs, and other groups whose primary concern is a cooperative effort in the interest of human welfare.

It is an all-community job to prepare our young people to leave the school for the world of their making. Young people and children serving the community with adults, without adults; the school identified in the councils of the community as a genuine force; the community contributing to education in expert advice, in planning, in materials, in practical experience—these spell modern education to meet modern life. And they mean a contribution to the good life of the immediate community and the better life of all men.

READINGS

AMERICAN YOUTH COMMISSION. *Youth and the Future*. Washington, D. C.: The American Council on Education, 1942.

BOWEN, GENEVIEVE. *Living and Learning in a Rural School*. Chapters V, VI, VII New York: The Macmillan Company, 1944.

CLAPP, ELSIE R. *Community Schools in Action*. New York: Viking Press, 1939.

COOK, LLOYD A. *Community Backgrounds of Education*. New York: McGraw-Hill Book Company, 1938.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Twenty-fourth Yearbook. *Community Living and the Elementary School*. Washington, D. C.: National Education Association, 1945.

OLSEN, E. G. *School and Community*. New York: Prentice-Hall, 1945.

IX

Teachers and Learners at Work

NOTHING less than the report of the experiences of a group of learners for the full twelve years of their school life, together with a view of what was going on at the same time in their homes and in the community, would give an adequate basis for judging the kind of growth that might result under this concept of curriculum development. Such records are not available. However, many teachers have worked in this way in parts of their programs. By building on these situations it is possible to project the experiences of a group of learners during one school year. A first grade, a fifth, and a tenth have been chosen to indicate the kinds of activities that might be undertaken.

The descriptions have been written to show the all-group activities undertaken, individual and small group experiences in which only a part of the class was concerned, the development of fundamental skills, contacts with other parts of the school, and contacts with the community. Space does not permit a full description of the activities through which each situation would be studied. The nature of the problem, some of the most important sub-problems, and a few general suggestions as to procedure are indicated. Nor does space permit presenting the type of information one would expect to find in the teacher's records of each child, or the parallel home and community experiences about which the teacher would be learning through contacts with children, parents, and community members. The reader will need to supply from his own experience such details regarding the children and their backgrounds and the exact teaching procedures.

A Fifth Grade at Work

Miss Thomas' fifth grade has thirty-five members. The children range in age from nine years four months to eleven years five months. Most of the group are between ten and eleven. Bill, who is the youngest, is an exceptionally mature boy from a family of five children who have always been given a large measure of home responsibility. Physically he is about average for the group and intellectually he is one of the most able. Alice, who is the oldest, has had recurring illnesses through her school years. She is tall for her age, but awkward in sports and unable to engage in extended active participation. Intellectually she is about average for the group.

I.Q.'s from tests given in grades two and four vary somewhat for each child but show a range from 85 to 150. The class median falls at about 105. David, who is the least able, has had two individual tests which show approximately the same results. He is ten and one-half, somewhat smaller physically than the average child in the group, and one of the least able in use of fundamental skills. Five other children have on repeated intelligence tests shown a range from 88 to 95. Three of these, and two others of considerably greater intellectual capacity—Joe and Myra—have less grasp of the fundamentals of reading, spelling, or arithmetic than they need to carry on their regular activities. Standardized tests given in the late spring of the previous year confirmed teacher judgment and previous records about this need. Bill, one of the most capable intellectually, has already been mentioned. Joan, who is also very able, is ten. She is an only child who has been made a constant companion by her parents. Her relationships with other children in the group are friendly but casual. She reads a good deal, but is erratic in carrying out group responsibilities.

A wide range of socio-economic backgrounds and of racial heritages is represented. Families of considerable wealth and those which verge on poverty are both to be found. Doris Jean and Peter are both from large families living in two-room tenement apartments. Peter's clothing is invariably carefully mended. He comes to school as clean as a ten-year-old boy can be expected to be. His parents draw upon the services of the public health nurse as needed.

Doris Jean, on the other hand, rarely appears in a clean dress. Her hair is often uncombed and her hands and face usually have a layer of grime. During the past year four letters were written to her mother before permission was granted to have her teeth attended to at the dental clinic. Mary Anne's family has lived in one of the old brick mansions for three generations. Her father is president of a local insurance company. Jerry's father manages one of the departments in a local store. His home is a moderate-priced apartment.

Tomi is a Japanese-American who lived for a time in a relocation center. Her parents have reopened their restaurant. Jean Marie, Jimmy, and Henry are Negro. Jean Marie's mother is a maid in one of the large department stores. Her father is employed by the city department of public works. Jimmy's mother is a teacher. His father is a lawyer. Henry's mother is a public health nurse. His father died shortly after he was born. Theresa and Anthony are Italian. They are twins, third oldest in a family of six. Their father, who works in one of the local factories, was recently seriously injured and the family is managing on his compensation. Esther is the daughter of a Jewish doctor. Irving is also Jewish. His father manages a branch of one of the city's large dry cleaning establishments. Sarah's father owns a local grocery store.

About three-fourths of the children have been in the school for three or more years. Theresa and Anthony moved recently from another city. John came from California where he had been in a large city school. Catherine's family moved to the city from their farm when her father decided to take work with a farm implement company. She had previously been in a one-room rural school. Jerry came from a large eastern city. Several others had transferred from other schools in the city.

These children live in a Midwest community of about 150,000 population. It is in the center of a farming region and serves smaller towns within a radius of approximately fifty miles. Recent years have brought rapid industrialization and an expansion into residential districts which has left a slum area in the older part of the city. The population is the typical mixture of races, nationalities, and religions which results when early immigration waves are followed by influxes of workers needed in various industries.

The school is located in the heart of the city, on one of the dividing lines between the homes of old families with considerable wealth and modern apartments of professional people and the flats of those who are underprivileged. Children from both groups attend. The school's services to these youngsters are augmented by medical and dental clinics, a lunchroom for those who cannot secure meals at home at noon, and a recreational program for those whose parents are not home when the school closes. Play space in this particular neighborhood is rather limited. Five blocks away there is a small park. During the summer certain streets are closed to traffic to provide more facilities. Several of the neighborhood churches offer club activities of various sorts. In addition the razing of a building next to the school has made it possible to expand the school playground.

The school contains a kindergarten and the first six grades. From there the children go to a junior high school about a half mile away. There are two classes at each grade level. Grouping is heterogeneous and the organization is that of the self-contained classroom. No specialists are available, but the staff has been built with complementary interests. Mrs. Gaynor, one of the fourth grade teachers, has exceptional talent in art. Miss Thomas, teacher of the fifth grade whose activities are being described, has a strong science background. Mr. Bush, who has a sixth grade, has more than the usual understandings and abilities in the social studies. Others have similar special interests or talents to contribute.

The building is old. Classrooms are of average size without many modern improvements. A well-planned maintenance program has kept equipment in good condition and classroom walls painted in attractive colors. Books and supplies are sufficient for the needs of the various groups but not lavish. Work in the school is supplemented by an active all-city supervisory program that gives help when needed but allows all necessary freedom for the faculty of any one school to work in terms of the needs of their particular learners.

Beginning the Year's Work

Two main concerns became the centers of group activities when school started in the fall. The major responsibility of this class to the whole school was the management of the school store. The

faculty, after several years of discussion and experimentation, had become convinced of the educational possibilities which lay in providing opportunity for children to participate in the management of various aspects of the school organization. It was the practice to ask one of the fifth grades to assume responsibility for the school store, while the other fifth grade took over the responsibility for the materials bureau in the library. Late in the spring the two fourth grades and their teachers, the teachers to whom they were to go in the fifth grade, and the principal of the school conferred on the problem. Among the factors that the teachers weighed heavily and helped the children to consider was that Miss Thomas' group as fourth graders had branched into a number of activities which acquainted them very well with the use and proper care of reference materials, whereas the other group had, among other areas of study, explored the problem of purchasing foodstuffs wisely and had developed many of the economic concepts and skills needed in the store. This group in the third and fourth grades had not drawn as widely upon reference materials.

The school store was open for twenty minutes in the morning and at noon and offered for sale a variety of school materials not supplied by the board of education. Once in a while classes used it for special sales of cookies or candy. Supplies were ordered through the principal's office but the class in charge was responsible for taking inventory, deciding on what to order, sending in the order form, checking and displaying merchandise, determining selling prices, keeping accounts, making and recording sales.

A second concern was in the organization of the classroom to secure attractive and convenient working conditions for the year. This became one of the first responsibilities of every class each fall, as teachers felt that learners who had helped arrange their environment could work more effectively in it. A petty cash fund was available for plants and other minor purchases. Standard books and supplies were delivered to rooms before school opened, but generally were put in temporary storing places until the children arrived. Matters of arrangement of desks were also decided by teachers and children together. Although the desk units were somewhat cumbersome, they allowed for considerable flexibility in arrangement. More teacher leadership in room arrangement was given to the

younger children, but the general policy was to help children of all ages share in decisions as to what would be the most effective organization of the materials they used. As learners grew older, teachers helped them develop increased sensitivity to the beauty of their surroundings, to effective ways of using the space and materials with which they had to live, and to the health factors involved.

*An All-School Responsibility Calls for
Effective Planning: Opening the School Store
for Business*

Plans for the store and for arranging the classroom got under way immediately. As the children came on the first day of school questions and opinions were many.

"When do we open the store?" said Bill. "Last year it wasn't open for two weeks and I think that's too long. The children need to be able to get things sooner than that."

"You have to take stock first," answered Sarah, speaking from the background of what she had heard her father tell of his experiences. "When you manage a store you have to be sure your supplies are right."

"We can get it started in a week if we all work at it," said somebody else.

"Miss Thomas, wouldn't it be a good idea to leave our room just the way it is until we get the store going?"

"But this is so hard to get around in. If we're going to get the store going we need space here to work in; you can't do it all down there." Peter's experiences with a large family in a small space urged caution.

"Since we're all here," said Miss Thomas, "suppose we sit down and start to make some plans. There are some new people with us this year who don't know anything at all about the store. Wouldn't it be a good thing to tell them what it's all about?"

Theresa and Anthony, John, Catherine, Jerry, and children who had transferred from other schools in the city, were introduced. Miss Thomas indicated a little of their background and questions from the group elicited much more. Then attention turned back to the store.

"I guess we don't even know ourselves just what we're in for,"

said Bill. "We used it a lot last year and we used to tell them what we didn't like about it, but we never did take time to find out what they had to do."

"They left a final report just as you did," reminded Miss Thomas. "Wouldn't we be wise to make use of their experience? I brought it up today in case we needed it."

The report customarily filed when a class concluded its year's work in its school job contained a description of what the group found necessary to do the job, what responsibilities they felt were entailed, and what recommendations they had to make for the next year. The report on the store was about fifteen typed pages. In mentioning it this early, Miss Thomas shortcut a step that might have taken several days or weeks of independent investigation of the nature of store management and the kinds of tasks to be undertaken. The choice was deliberate. The immediate problem was to get the store under way as rapidly as possible. This was the first school responsibility undertaken by this class in which efficient rapid planning was needed. Among other problems was the persistent life situation of how to use appropriate resources effectively—in this case the advice of the "expert." What might be learned about the practical details of management and organization could develop on the job later; but this was the time to take the group one step further in their ability to appraise and make appropriate use of the suggestions of others.

"You read it to us," suggested David, who avoided reading things for himself if he possibly could.

"No, that would take too long," said Joan.

"Does it have parts?" asked Jean Marie. "Perhaps we could divide it up and each group read a part."

"I was going to suggest something like that," said Miss Thomas. "The report has a section on how the store operated, another section on the jobs they had to do to make it work, and a third giving their recommendations for things they thought needed changing."

"That would start us off," said Jimmy. "Of course we don't have to do it their way, do we?"

"Not at all," replied Miss Thomas. "We're in charge of it this year."

"Well we'd better get it going first." Bill came back to his original point. "Or we won't have any customers to try new things out on."

The children broke into smaller groups to study the three sections of the report, with the understanding that each group would then give a summary of the important items to be considered in getting the store started, and be prepared to add their own suggestions. For this work individuals selected the section in which they were most interested. Bill asked for the section on how the class had actually organized for work. Sarah was more interested in finding out how the store operated—she had spent some time in her father's store in the summer. Joan, whose sensitivity to the needs of cooperative group work was none too strong, but whose alert mind often produced the original ideas which the others carried out in practical detail, was encouraged to study the recommendations. Special care was taken to see that the new children found their places in the groups.

When the children separated into small groups it was ten o'clock. Since it was customary to schedule recess periods on the rather crowded playground, their morning had to be broken at 10:30. It was agreed that groups would take the full half-hour to study the previous record and return after the recess period to prepare their reports. Miss Thomas stayed long enough with each group to give whatever help was needed in getting under way and then went back to her desk to make a final check on the registration information that was due in the office by noon.

Miss Thomas' main concern at this point was to use the abilities of her group to best advantage in helping them lay plans. Later, when initial success and a feeling of security in their ability to manage the store had been built, individuals could be encouraged to take on responsibilities which would demand considerable growth. For everyone there was plenty to be learned in these initial sessions.

About eleven fifteen the class reassembled. As the spokesman who had been selected by each group reported on the particular section studied, Miss Thomas listed important points on the blackboard.

| <i>Things to Be Done Immediately</i> | <i>Personnel Needed Immediately</i> | <i>Things to Plan for Later</i> |
|--|--|-------------------------------------|
| Check inventory of supplies | People to work on inventory | Selling Christmas cards |
| Order needed supplies | Committee on needed supplies | Selling more kinds of notebooks |
| Arrange supplies (displays, drawers for extra stock) | Committee on displays and price tags | Candy |
| Price stock and make out price tags | Committee to set prices | |
| Get sales checks from office | Committee to get sales checks | |
| Plan for publicity—"The Monthly Star" | <i>When Store Opens</i> Salesclerks Cashier Manager Supply department Advertising staff | |

By noon each item had been discussed in enough detail for the whole group to know roughly what was involved. The children returned after lunch eager to go to work immediately on their plans.

"Before we go back to the store, the office has asked us to finish filling in the registration blanks," said Miss Thomas. "Why don't we get them out of the way first? I have just put a sample form on the board since we haven't seen them for a year."

The forms were duly filled in and discussion turned back to the store. Since this was the most pressing problem faced by the group it seemed best to allow them to push ahead with plans as rapidly as they could. The lists on the board were re-examined for serious omissions and it was decided that they provided a good working base.

"What suggestions do you have about how to start?" asked Miss Thomas.

"Why don't we just divide up into the committees we've listed and start in?" said Joe. "Each committee can make its own plans."

"But won't an inventory take a lot of time?" asked Esther. "We can't even set prices till we know what we have to sell, and we can't display it or even put it away."

"Last year's class left an inventory. All we need to do is check it," answered Tomi. "But when we get done with it somebody'd better be ready to order new supplies and to put price tags on them and get them out where people can buy them."

"We'd better elect a manager right away," suggested Irving. "And he can tell us all what to do."

"Do any of us know enough about it yet to begin to manage it all?" asked Miss Thomas.

"No." "Gosh, no." "Nobody except you, Miss Thomas." "She hasn't done it before either."

"But we've got to stick together." Irving clung to his point. "You can't just have committees doing anything they want to do."

"Is the inventory our first step in getting our supplies ready to be sold?" asked Miss Thomas.

The group agreed that it was.

"Then what would happen if we made our plans to get that done? After we know how many people it will take and how they can work best, then perhaps we could decide what steps those who are left could take."

"That sounds O.K. Then we'll at least be started."

"Last year's class wrote a lot of suggestions as to how to do it," said Joan. "They said it was the thing that held them up so long."

"Why don't you read us what they recommended about taking an inventory?" suggested Miss Thomas.

On the basis of the previous report it was decided to use four teams of two people each to do the inventory. Certain of the supplies were allotted to each group and plans were laid for each person in the pair to check the work of his partner.

This full hour of concentrated discussion was beginning to tell on the less mature in the group and when Jerry, who was feeling his way into the new situation, asked if it might be possible to see the

store both children and teacher agreed enthusiastically. The next twenty minutes were spent taking turns investigating the small office that was used as the store—the counter, storage space, display facilities, and general equipment. As they examined the store, they decided that the space was large enough for the work of those doing the inventory while the other jobs were being done in the classroom.

When the group returned to the classroom Miss Thomas again asked about arranging the room.

"Before we leave today, shouldn't we do some thinking about our own living quarters here? You are all going to need your own places to put things and it won't help the store if we start losing things up here."

"If we just choose desks and lockers now, we'll be all right until the store gets going."

"We can find the supplies all right in the cupboard and we can arrange them later."

"But aren't we going to do anything more with our room? It isn't nearly as nice as ours was last year."

"We can plan it better when we know the store is all right."

Comments indicated that the room was not the urgent problem at the moment and that no difficulties in choosing desks or lockers were likely to arise. Nor would it apparently be serious to leave the room relatively untouched for a few weeks. Temporary decisions about desks were confirmed and lockers assigned before the group disbanded for the day.

Selection of Store Personnel Calls for Recognition of Individual Abilities

The next morning the children turned immediately to the store. Although those working on the inventory were anxious to start, they remained with the class long enough to make decisions as to the ways in which other committees were to be formed. The majority were anxious to set up the entire store personnel at once so that they would know what their first offices would be. However, the committee who had studied the report of the personnel needed the previous year pointed out that there were certain immediate jobs to be done and that yesterday's plans had called for committees to

do these things first. Needed supplies had to be secured, prices set and price tags made, and equipment secured from the central supply office.

"Can't the store staff do those jobs, Miss Thomas?" asked Doris Jean. "The manager could order the supplies."

"No, that would be the supply department," said Anthony, who was beginning to feel he could share in suggestions without being called upon directly.

"The clerks would have to help order," added Myra. "They'd be the ones who would know what people are buying."

"No, they just sell things," said Henry.

"All of which means that we still don't know just what we want our regular staff to be able to do, doesn't it?" summed up Miss Thomas. "Shall we take time to try to decide that today or had we better work in committees for a day or so until preliminary plans are under way and then talk again about our staff?"

In the ensuing discussion Miss Thomas helped to point out the advantages of informal committees for the work of the next day or so. She saw in the final decisions as to store personnel an opportunity to develop considerable insight into the care needed to provide adequate personnel for a complex job. By encouraging the group to postpone the discussion until they had time to think it over she enabled the practical work of getting ready to open the store to progress without sacrificing an important learning experience to the needs of the moment.

Committees were established. The group working on needed supplies secured the estimate used the previous year for the first two months and began to make a tentative order sheet, pending the final checking of the spring inventory. Another group studied the report of the way in which prices were set the year before. A third committee, knowing in general what was to be sold, began to talk about posters, displays, and advertising. The inventory committee went to the store to start work. Since the major purpose and desired growth were to make rapid and effective plans and to execute them with dispatch, Miss Thomas continued to capitalize on strengths in the group. David, whose mathematical ability was very limited but whose sense of the dramatic was fairly good, went, at her suggestion, into the displays and advertising group. So did Joe. Myra and two

others who were not very able in mathematics were helping check the inventory. Esther and Tomi who were recognized by the group as two of their best mathematicians were appointed, one to work on the order sheet and the other on prices. Until the recess period these groups worked independently developing plans for what they had to do. Miss Thomas spent the time in the store helping the inventory group get started. She then returned to the classroom and after recess worked with each group in turn. By noon tasks were clear and well-formulated plans were under way.

In the early afternoon the groups returned to their tasks. Word had been received from the school library at noon that the annual display of new books was ready. A choice of the last hour in the afternoon or the first the next morning was offered to this particular fifth grade. As the day had been relatively unbroken they decided to take the afternoon visit and accordingly spent the last hour talking with the librarian and examining the books. Several of the group returned with recreational reading matter, and the store displays and advertising committee made arrangements to go back to see what suggestions several of the books might have for them.

By noon of the third day committees were ready to report. The afternoon was first turned over to the inventory committee and the reports of the groups estimating supplies and prices. Throughout the year this class was to learn a good deal about the relation of supply to demand and of price to profit; but at this point there was little experience on which to build except the report of the last year's group. Prices, it was decided, had better be continued as of last year. The principal's office had reported that no great changes in the cost prices had occurred. Several children thought it advisable to order all supplies for the year at once, notably Irving, who liked to see things finished quickly. Miss Thomas raised several questions pointing to the wisdom of taking things a step at a time and expanding as they learned their business. As a result the first order was a conservative one, following last year's general recommendations.

Meanwhile the sixth graders sent a notice that an "Extra" edition of the "Monthly Star" would come out at the end of the week. Writing an announcement of the opening of the store was added to the activities of the afternoon. A check of the list of things to be

done immediately showed the following as the next practical steps: making out the requisition sheet for the central supply office, picking up the extra supplies, arranging supplies, making out price tags, and securing the sales checks and other forms needed by the clerks. Bill and the inventory group added that it would help if the supply shelves were relabeled. Miss Thomas suggested that the cashier and sales staff would probably need some practice before they began work on the job. Accordingly it was agreed that the early part of the next morning would need to be spent deciding who the sales force should be and what they needed to be able to do.

By two o'clock the group had reorganized to carry out the next tasks. Since none were too experienced in writing announcements, the entire class at Miss Thomas's suggestion talked over what needed to be said. Alice, Mary Ann, and Jerry were then delegated to phrase the announcement, and at 2:30 the class split again into small groups.

Esther, together with Miss Thomas and two of her committee, made out the requisition sheet. The display and advertising staff having received suggestions as to a color scheme went to the store to try it out. The children who lettered best began to re-make the labels for the supply shelves. There was some discussion as to whether Mrs. Gaynor, fourth grade teacher and specialist in art, should not be called upon for special help in lettering. In the end it was decided that clearness was the most important factor and that demands on Mrs. Gaynor had better be used for posters and other items where artistic quality was more important. Several other children cut the labels the right size. As they finished, two of the boys took them down to the store and tacked them up, under the general supervision of Bill and Mary Ann who knew the shelves from their work on the inventory. Another group made out price tags. Later in the afternoon all went down to survey the showcases and to discuss the poster needed outside the door. Here, they decided, was a time when Mrs. Gaynor was needed to give advice.

The schedule for Thursday, planned with reference to the things still to be done, looked as follows:

9:00-10:00—Group meeting—discussion of the proposed announcement for the paper; check on progress in arranging supplies and labeling; discussion of kinds of poster needed.

(Miss Thomas reported that Mrs. Gaynor could meet with them in the afternoon if by then they had anything ready for her suggestions.)

10:00-10:30—Drafting individual designs for poster.

10:30-10:45—Recess.

10:45-11:45—Discussion as to what clerks and a cashier need to be able to do. Selection of clerks and cashier in light of qualifications needed. Giving arithmetic skills test (addition, subtraction, making change) to locate for first clerks persons having greatest competency.

1:00- 1:45—Conference with Mrs. Gaynor regarding posters. (While this was going on Miss Thomas met with the fourth grade to advise them on setting up a terrarium.)

1:45- 2:45—Special practice period for clerks and cashier. Children pretended to be customers and the clerks made out sales-checks, added bills, made change. (Three children continued to work on the posters and others continued to letter signs for the shelves and make out price tags.)

2:45- 3:15—Check on progress. (At this time plans were laid to appoint other store officers on Friday.)

3:15- 3:30—Clean up.

On Friday the discussion as to store personnel continued. General abilities needed for each office were listed, and decisions as to who should fill the various posts for this first time were made in terms of ability. The children agreed that the effect on their trade would be best if, for the first few weeks, each did the thing he knew most about. During these weeks others could prepare for specific jobs. Decisions were made after careful group discussion.

"Irving had better be manager," said Peter. "He likes that best."

"Yes, but he tells us to do too many things at once and we're going to have enough to do without being bossed around." It was David speaking out of experience in trying to grasp a series of complex suggestions given too quickly.

"There are several other jobs which need good organizers," pointed out Miss Thomas. "Remember how important we said it was to have persons who would keep very careful records in our books."

"What about Jerry? He's new here but his Dad's a store manager."

"But I don't know how your store runs; it had better be someone this time who has been here."

"How about Bill or Mary Ann?" suggested one of the inventory committee. "They know exactly where everything is."

"Bill helped study the report on how they worked together on things last year and that's what we need," said someone else.

"What do you think about Bill for this first round?" asked Miss Thomas. "Does he sound like the best prepared?"

Bill became the manager. Irving was appointed head of the committee to keep records; other children were selected for or chose other responsibilities. In all the staff consisted of:

Manager

Assistant manager

Six clerks—3 to work in the morning and 3 in the afternoon

Two cashiers—one to work in the morning and one in the afternoon

Four record keepers

Four members of the supply department

Three members of the advertising staff

It was decided to ask the present staff to continue for at least two weeks. Then a rotating system was planned so that most children would be able to try every task. The positions of manager, assistant manager, cashier, and record keepers, they decided, would need to change oftener if each person were to have a turn. One week's tenure was decided upon. So that all might be made aware of problems and participate in solving them, it was agreed that a half hour at the end of the day would be set aside for discussion until the store was running smoothly. Later these planning periods occurred less often and lasted longer when they were held. It was decided also that a record of the work of each group would be helpful to those who took over next and would make their final report easier to write. Detailed plans for these records were laid during the next week as the various groups started to work.

Increased Skills Are Needed for Store Efficiency

Much that was done during the first two days of the next week pertained in some fashion to the routine running of the store. More signs were needed, sales slips ran out, and a host of other details

kept individuals and small groups active. Children who were not members of the staff for the first weeks found much to do in helping with these extras. At the end of the second day a serious new problem had been identified.

"They're waiting too long in line and they don't like it," said Bill.

"It took too long to make change," explained one of the clerks. "We need another cashier."

"Well, I can't go fast if I can't read what you write on the bills," countered Tomi.

"That's right," agreed one of the record keepers. "I tried to check one account of what was sold from the bill and I couldn't make out half of it. Some of them were added wrong, too."

"Are we beginning to see part of the trouble?" asked Miss Thomas. "Is it our cashier who is slow or our clerks?"

More discussion produced the evidence that the clerks could not write rapidly enough to make out the bills if they were to be legible, that their spelling was poor, and that they were also too slow and inaccurate in their addition. The suggestion that the clerks be fired and replaced by those whose handwriting was more legible was vetoed by Miss Thomas.

"How many situations have we faced already this year where handwriting and spelling were important—think for a minute."

"The librarian made me do my card over," said Theresa.

"The sixth grade had to come back and ask about our announcement for the paper, and that was good writing."

"My father said he couldn't figure out half of the things I tried to tell him about camp this summer."

"Then what about it," Miss Thomas came back to the original suggestion. "Do we solve the problem by firing the clerks?"

"Guess some of us better practice some writing," said Myra.

"Now what about the arithmetic? When else have we had trouble with that?" Miss Thomas went on.

The list on the board finally included adding the inventory, adding sales checks, subtracting to see how much was sold, making change, multiplying when people bought more than one thing.

"The clerks had better start practicing," said David with satisfaction as he saw himself out of the skills picture for a little longer.

"We'll all be clerks before we're through," said Henry. "And we don't want this happening all over again next time."

"I'd rather not be a clerk than practice adding"—this from David.

"So would I," said Joe. "You do the clerking. We'll help somewhere else."

"What jobs have we on the list that don't need accurate calculation?" asked Miss Thomas.

Everything was checked off except being a member of the advertising staff.

"But right now we're trying to figure out how large our ads should be and having to divide to find out how many words we can put on a line," said the chairman of that committee. "We don't want you unless you can do some of the work after you get the ideas and we haven't time to figure it out for you."

"We'll let you sweep the floor," said Irving, "but you don't get to put things away and help check prices if you can't add them right."

"Besides everybody has to be able to help with everything or the rest of us won't get turns," added Esther. "I don't want to keep on making change all year just because nobody else wants to learn how."

"That's right," chimed in several others.

The children had made the point with only a little guidance from Miss Thomas. There was no room in this class for people who were not willing to try to take their share. Whether or not one was interested in a skill, if it was needed as part of the job it was one's responsibility to develop it. Accordingly, plans were made to include a daily period to work on skills—usually the hour from 9:30 to 10:30, but shifted according to other demands on the schedule.

With Miss Thomas' help, and the samples and suggestions in various workbooks, each individual analyzed his own difficulties. Several who were slow but wrote very legibly began to work on speed. A spelling list was begun, drawing on the words the clerks needed to use. All tested themselves on this list and started individual lists of the words they didn't know. Later, words from letters, newspaper announcements, and other situations in which correct spelling was essential were added. Arithmetic needs were an-

alyzed the same way. On the basis of the typical demands of the store, Miss Thomas mimeographed a series of graded practice sheets. Tomi, Esther, and Peter whose ability was well above average did two or three of the most difficult with complete accuracy in record time and went back to their handwriting and to other individual activities. Joe and David and one or two others of the least able formed a small group for special instruction. Others were helped to identify weaknesses. Several were still inaccurate in their use of multiplication tables. A few tended to use finger counting to help with addition. As these deficiencies were identified special practice was provided. Miss Thomas worked with each group until the need and the method for improvement were clearly seen, helped provide plenty of materials, and then came back to the groups in turn to check progress and give extra help. Pages from workbooks provided some of the practice. In the standard arithmetic text there were a number of other exercises. These became reference materials for the group. As the year went on and new demands for arithmetical ability were made, provision for those needs was included in the practice periods.

The store continued to take up from a quarter to half the group time for nearly all of the first month. Almost everybody was involved from 8:30 to 9:15 every morning and from 12:40 to 1:15 in the afternoon. This allowed for the twenty-minute periods in which the store was open for business and for some leeway on either side for opening and for checking accounts. As problems arose with regard to the duties of various groups they were worked through in large and small group planning periods. This seemed the appropriate time to widen understanding of the responsibilities involved and the skills needed in running a business establishment. However, the emergency was over once the customers were actually able to buy things easily and attention could be turned back to other aspects of group living.

*Techniques of Cooperation Develop in Making
the Classroom a Desirable Place
in Which to Work*

The classroom occupied the center of interest next. First in order was the arrangement of books and supplies. This was done

quickly as it had been a responsibility for several years previous. However, the cupboard space in this classroom was different and it was a somewhat larger room, which allowed a little more freedom in arranging desks.

"Let's keep the dictionary and the encyclopedia and the magazines away from our library corner this year," suggested Jimmy, capitalizing on experience from the fourth grade. "Too many people just go back to look over the books and it disturbs those who are trying to look up something special."

In like manner decisions were made for placing other materials where they would most effectively serve the uses to which they were to be put. Materials were quickly cleared away and attention turned to beautifying the room and keeping it clean.

"Miss Thomas, do we have to have committees again this year? Can't everyone just be careful when they use things?" It was Doris Jean speaking, her hair and dress suggesting that the joy of helping make one's living quarters tidy was a rare experience. "It takes so long to straighten things up."

"How do you think it would work?" Miss Thomas turned to the group.

"We tried it last year in our school and it didn't," said John positively.

"Tell us why, John."

"It's all right for around your own desk. But it doesn't matter how careful you try to be, somebody's got to straighten out things like books. Of course it helps the committee if people are careful."

"Then let the people who like to clean up do it and the rest of us will do something else," said Doris Jean.

Again the growing feeling of group responsibility had the answer, before Miss Thomas needed to raise the point.

"Nobody likes to do it. It's just that you can't get your work done and neither can anybody else if you can't find things."

"And everybody should take a turn. We don't need to have as big committees as we had last year."

"Why doesn't Miss Thomas make out a work sheet and we'll just follow it."

"Sure, we've got to much to do to bother."

She did as requested. With another group the opportunity to

plan how to delegate class responsibilities might have involved important learnings. These children understood the responsibilities involved and had done a much more complex delegation of duties in the store. There was little to be gained in having them work this through themselves.

Curtains were decided against. Last year's experience indicated too much dirt in the neighborhood to keep them attractive. Plants, however, were wanted. Miss Thomas, it has already been pointed out, had special competence in science. Her staff responsibility included the supervision of a small laboratory from which equipment could be borrowed and in which about ten children could work at once, general responsibility for helping to keep the science books and pamphlets in the library up to date, and consultative service as needed by other teachers and children.

"We should grow some plants this year, Miss Thomas, especially with you right here to help us," said Joan.

"Yes, you grow such nice ones upstairs," said Peter, whose crowded tenement home had little room for much beauty.

"Maybe I could get my uncle to send us some cactus," suggested John.

"That would be interesting." Miss Thomas picked up both the opportunity to help a new child become established and to acquaint the group with another part of their country. "Why don't you write him and see?"

"I could get us a slip of the flowering maple we had on our farm," offered Catherine. "It's beautiful."

"We've never had one in the school, Catherine," said Miss Thomas. "Many of the classes would be interested in it."

"Sweet potatoes are always fun to watch."

"I know how to grow an avocado."

"We take in petunias from our garden and they grow all winter. I could bring one."

"Mother would show us how to make flower arrangements." This from Tomi.

"Why don't we see how many kinds we could grow?"

"Put them all along the window ledges."

"Get just one of everything."

"Could we, Miss Thomas?"

Plans were made. John wrote to his uncle during one of the skill periods. Miss Thomas and several children who did not remember exactly how a letter should be headed helped him find a sample in the English textbook and criticized the result before it was mailed. Later, thank-you letters for the box of cacti offered opportunities for each member of the class to write.

Plants in the Classroom Become a Source of Many Learnings

In the desire for interesting plants, Miss Thomas saw two possibilities for development. One lay in learning how to care for them and in understanding the adjustments needed by way of light, water, soil, special fertilizers, and the like. The other arose from the possibility of coming to know something of other parts of the country from the plant life. Accordingly, as the plants came in she made books available on how to care for them and encouraged the group to start a list of questions that they needed to answer if the plants were to thrive. As an avocado, a sweet potato, some grapefruit seeds, and the flowering maple were added she began to raise questions as to where they had come from. Interest in plants from different parts of the country grew and resulted in the decision to write for something typical of each major region. Working in groups, the children looked up all they could find about the plants of the South, the Northwest, the Middle West, the Southwest coast, and the North and Southeast, and as reports were brought back to the total group one or two plants in which they were greatly interested were chosen and written for. Miss Thomas gave guidance in selecting plants which would survive under the classroom or laboratory conditions without an undue amount of care. A large map of the United States was used to indicate where each new plant came from. This was not the first acquaintance with other parts of the United States for this class. The previous year current transportation tie-ups and several floods had caused them to make a rather extensive study of the topography of the country, but little had been done with plant life.

As each group was responsible for writing a business letter to secure its plants, all took time to review the form they needed, and good handwriting and spelling were given further impetus. Reference reading was rather extensive both to find what plants were

wanted and to find how to care for them. It was decided that a brief history of the plant and the care it needed should be written out so that others in the group and visitors to the classroom would have this information. This led to careful consideration of how best to write brief descriptions and give clear directions.

Out of the attempts to read about plants came the need for practice in another skill. Even Bill was at times bogged down by Latin names and technical terms.

"Try the glossary at the back," suggested Miss Thomas after the first attempt to report on material by reading aloud. "It gives you the pronunciation of the words. So would your dictionary."

This was the first time that reading material had contained a large amount of unfamiliar terminology. Good judgment didn't always help as the words were not within the children's speaking vocabulary. Yet some of the technical terminology was the minimum needed to discuss the problem effectively. All gave some attention to the use of the more common diacritical marks as an aid to pronunciation. In addition the children began their own glossary of technical terms, which they posted on the bulletin board for reference.

Miss Thomas took the pronunciation problem as an opportunity to help several of the weak spellers see the advantage of identifying the syllables in their words and worked with them in a special group for several weeks helping them develop better methods of studying words. She also set up a special reading group for David, Joe, Myra, and three others who were finding the regular reference work far too difficult. These children spent part of their time in this group working together on simpler materials about plants that could be taken back to the others in their group. The rest of their time was spent with a variety of work-type and story materials selected to give additional practice in the techniques in which they were weak. During the period set aside for individual work on skills this group met regularly.

Providing for Parallel Individual and Small Group Interests

Meanwhile individual interests and wishes were making themselves felt.

"Miss Thomas, there are all those swell new books in the library. When are we going to have time just to read?"

"I collected interesting rocks all summer at the lake, and I thought you might help me find out what they are."

"Are we going to have time to build any more airplane models this year?"

"I wish we could have some music in our room again this year." Alice's illness had given her opportunities to explore the satisfactions in music, and several others were also interested. "We don't have a piano, but we could make scales by filling glasses with water."

"Did you know that you can also do it with wood," asked Miss Thomas, "and it is much easier to carry around and keep in tune? Would you like to try?"

"I'd like to have time to write a really good continued story for the paper," said Joan. "I never did get it done last year."

"I wish we could just have time to paint anything we wanted to." Theresa's love of color was showing up. "Last year in our school we always had to draw a picture about something we were doing."

"And make some more clay things," added Jimmy. "That was a lot of fun."

During the year these and many other individual and small group interests were given outlets. Normally about an hour a day was set aside for such activities. As interesting things developed, part of this time was devoted to sharing experiences and to helping other children learn how to enjoy the same kinds of activity. Miss Thomas kept in mind her responsibility for bringing in new possibilities and for encouraging and helping the child who was timid or needed extra help with techniques. In order to allow individual children to draw upon special help wherever it resided within the school, the teachers regularly returned to their classrooms at a quarter of one. For the next half hour they were available on appointment for consultation. To facilitate this process each took the responsibility of planning with his own children so that they went to the expert with questions clearly phrased. Except for emergencies, when the appointment time might be cancelled, classroom activities in each room during this noon period were individual or small group activities that needed a minimum of direct

leadership. This meant that the teacher could work with children from other classes without interruptions. A schedule, blocked off into fifteen-minute intervals, was posted on the bulletin board outside each room for children to sign. This period served individuals and small groups almost entirely. When a whole class needed a longer period of help teachers often exchanged classes.

The Coming Election Adds to Understanding of Social Structures

A new all-group interest came into the picture in late September with the ensuing local elections.

"My dad says we'll have no more new things done in the city if Mr. Walters gets to be mayor," said Sarah.

"Oh, no! he'll be much better than the mayor we have now," replied Mary Ann.

"Next year Mr. Duncan says he'll tear down all these buildings and put up new ones," added Jean Marie.

"Where did you find that out?" asked Miss Thomas. Recognizing in this current community concern an opportunity to help her children grow in their understanding of the bases on which government candidates are chosen, she decided to help the group expand their interests. Previous elections had been given cursory attention, but the maturity of the children had not been such that there was much to be gained in extended study. Even now there was danger that unwise direction would push them into making judgments and expressing opinions for which they had no sound background. The aspect of the problem which seemed most fruitful was to study how one learns about candidates, what dangers of misrepresentation there are, and why it is important to have an informed electorate, rather than to ask these ten-year-olds to come to judgments as to the soundness of platforms. Accordingly, Miss Thomas began to challenge their opinions.

"Peter, who said that it would mean a smaller police force?"

"My father."

"Where did he learn that?"

"I don't know."

"My father says it won't make any difference at all, he says the city will get run anyway," Esther came into the discussion.

"Oh, yes it will make a difference, that's why people vote," from Bill.

"They just like to get turns; there are good salaries in those jobs," contributed Anthony.

"Did it matter to us which people held our store jobs?" questioned Miss Thomas.

"Yes, because we wanted a good store."

"What things do you know of that the city government does for all of us?"

Several suggestions were made.

"Then is it important to have the right people?" The group decided that it was.

"How did we decide who were best qualified for our store positions?"

"We knew them."

"We've worked with them before."

"Do you think the people in the city know our candidates for mayor and council that well?"

They decided it was impossible. Then how did people find out? You can't just take what anybody tells you, he might be wrong. You can't be sure what a candidate says is exact, he may be stressing his own position too much. Through the next month the group investigated the means by which a city gets to know its candidates. Radio programs, local meetings, campaign speeches, newspaper and magazine reports, previous histories of candidates, were among the sources studied in an attempt to judge the kind of information secured and the probable accuracy.

Other School and Community Concerns Are Included in the Curriculum

Meanwhile other short-term, all-group activities continued to arise. Rarely was there a time when a special problem, occupying from a day or two to a couple of weeks, was not on the schedule. Physical examinations were held during the second week at school. These presented an opportunity to build further health understandings. As the examinations were a yearly affair, the children were acquainted with the routine and had a general background of understanding. Several children protested at this break into their other

activities. Miss Thomas acknowledged this as evidence that the basic health concept back of a yearly check-up was still not functioning and discussed with the group why the examination needed to be repeated each year. She also took time with the whole group to discuss what the examination consisted of and how it was administered. This served to orient new children and to recall the process to others. Then as reports came back indicating special needs she worked with the problems of each child, contacting homes, explaining recommendations, and helping lay plans as to what might be done.

Other activities arose from events of current interest. A disastrous fire in a supposedly fireproof building caused some investigation of how a building is made fireproof and study of the school fire-prevention system. The report of a new plane which traveled faster than sound brought both boys and girls to school with many questions. Much of the detailed scientific background could not be given but the general principles could be explained. A request from the lunchroom committee that children try not to waste food called for one discussion period as to why it made any difference and two on how children could help at home and at school. An influx of all sorts of pictures and clippings led to the establishment of a bulletin board on which current events of interest were posted and from which, from time to time, came something that was gone into in some detail. These problems, as they arose, became part of the daily discussion and planning period and decisions were made as to their inclusion in the program. Time was or was not found for careful study of them, depending on what other activities were pressing and how much concern there was. In Miss Thomas' mind also was the question of how much the interest would contribute to balance and continuity of growth. While she helped to emphasize the problems just listed she passed, with brief discussion, such items as the report of an automobile race which contributed nothing but a passing thrill, the report of a new synthetic process which could not be explained without considerably more maturity in ability to understand chemical processes than this group possessed, and the report of the opening of a new stationery store in the neighborhood which offered a duplication of what the group were already learning in their own store.

*Work Under Way Shows Varied Activities
Which Give Balance*

Thus the group activities were launched in September. October found the store running smoothly and several related projects well under way. The advertising staff had started a small group study of effective newspaper advertisements and had one bulletin board filled with samples. All had been interested in more attractive displays and as a group they paid a visit to the local stationery store and to the grocery store owned by Sarah's father. He had come back to talk with them on the problem. A small group interested in posters had volunteered to produce periodic new signs and they met regularly with Mrs. Gaynor.

Study of the new plants went on apace. Individuals delved further into plant families and with Miss Thomas' help labeled the plants that were related. Bill and Catherine became very much interested in the effects of different kinds of care—Catherine from her farm experience saying that soil and water and fertilizer made a real difference even with plants, and Bill, with his city background, saying he didn't think it would matter much. Here was an opportunity for experimentation through which the whole group might learn something about a scientific approach to problems, and Miss Thomas helped Catherine and Bill set up a simple experiment using a variety of soils. The results of this experiment later became the center of group interest.

Study of the election drew to a close as Election Day approached. There was some suggestion that the children make classroom campaign speeches for their own candidates; but so interested had they become in seeing how adults decided on candidates that they felt they had no time to "play elections" as one of them phrased it. "Our vote doesn't matter and we all know all we can about them anyway," said another. "What we want to see is how the real election comes out."

Individual interests continued strong. A wooden xylophone was made with the help of Miss Thomas and one of the first grade teachers who was a specialist in music. A model airplane group and an "artists" group worked ahead steadily and Joan gathered two or three other "literary enthusiasts" into her short story projects.

David began to see improvement in his reading and forged ahead even at times when his group did not meet.

A typical schedule in October looked like this:

- 8:45-10:00**—Store and work period—This time was taken regularly in the store or the classroom to clear up store responsibilities. Plants were cared for. Individuals or small groups worked on reading, spelling, arithmetic, or oral or written expression needs, letters were corrected before being mailed, stories checked before sending them to the newspaper, and the like.
- 10:00-10:30**—Organized instruction in a skill area—This was a flexible period. It was not always used, but allowed time for Miss Thomas to work with the entire group on a needed skill without destroying the chance to give individual help. Sometimes it was placed earlier in the morning and lasted longer if a new concept was difficult.
- 10:30-10:45**—Recess—Two days a week this period was scheduled for rhythms or other physical education activities and extended from 10:15 to 10:45.
- 10:45-11:45**—Study of plants—This included detailed planning, care of plants, reference reading, writing and making reports, experimentation, and the like.
- 11:45-12:45**—Lunch.
- 12:45- 1:15**—Conferences with other teachers—During this open period children worked on their own interests, either with another teacher or in their own classroom. Children who went home for lunch and those who did not need special help usually did not return to this individual work until one o'clock.
- 1:15- 2:15**—Study of election—Included discussion, examining papers and other materials, writing reports, and the like. This period, the long work period in the morning, and the work period after recess were used somewhat interchangeably.
- 2:15- 3:00**—Special problems—Short-term concerns of the group such as some special local problem; a visitor from the community; special plans for an assembly program.
- 3:00- 3:25**—Planning—Any needed check on progress during the day, consideration of time schedule for the next day, items of major importance not planned for, and the like.

Late in October there was added the task of helping the other fifth grade decorate the upper hall for a Hallowe'en party. This was part of a school-community celebration which provided fun without vandalism in this crowded city section. With the exception of store routines and the care of the plants, all work halted for a day while the decorations were made.

Getting Ready for Christmas Is the Next Milestone

Space does not permit such a detailed description of the rest of the year. The children, the way in which the teacher worked with them, and the kinds of activities they undertook for the first two months have been discussed in some detail. In the briefer outline which follows, the reader will need to picture the same cooperative processes going on.

Early November brought the study of the election to a close. The children followed the final campaign speeches and took a test vote themselves—not to help decide the election, but to discover through actual practice how the system of proportional representation used in the city actually worked.

By the middle of November the study of plants was also drawing to a close. A careful account of the history of each plant, where and how it was secured, and the care it needed had been written up; the results of the experiment with different soils had convinced Bill and several others that care actually did make a difference; and the class had held open house so that the rest of the school and their parents could share their collection.

Creative Expression Finds an Outlet Through Language

The writing of original stories and poetry now began to have a greater demand. The paper staff issued a call for stories and poems, and since Joan and the small group working with her were the only ones who had had any extended experience in this area Miss Thomas urged the others to try. Given courage by the acceptance of their advertisements and announcements about the store and by the publishing of two group articles about their plants, they began to experiment further with the use of written English. Soon a bulletin board contained class efforts, posted before final decisions

were made as to what to send to the paper. Although Miss Thomas used caution about any prescription of models, the group themselves began to be more sensitive to good plots in the books and stories they read, and to the quality of poetry. As a result a much greater quantity of recreational reading began to balance the heavy load of reference work which many of the children had been carrying.

This was heightened by the coming of annual Book Week. For their share in the program the group decided to do a series of reviews of the books of two of their favorite authors. This meant finding how many books each author had written and deciding which ones to talk about. Individuals volunteered to read the books and review them for the class. After the choices were made, the question of what makes a good book review from the audience standpoint was raised by Miss Thomas. The children went back to the reviews they had already heard and proceeded to criticize and draw up standards. For effectiveness in the auditorium large illustrations of two or three of the best scenes in each book were done. This afforded an opportunity to encourage some of the children who had not yet attempted very much pictorial art.

Since she saw the need for even broader exploration in recreational reading, Miss Thomas continued to make generous allowance for library periods. As children began to talk about Christmas gifts she asked how many liked to get books for Christmas.

"I always get two or three," said Bill, "but they are not always the ones I like."

"Aunt Mary thinks if there's a baseball on the cover I'm sure to like it," said Jerry.

"They never give me boys' books and I think they're swell," added Mary Anne.

"Would a list of your favorite authors and the books you've already read help out?" asked Miss Thomas.

The idea was accepted. For the rest of the month and the first two weeks in December the preparation of these lists was a major project. Children shared books with one another and added their favorite authors and titles. Miss Thomas took care, as did the librarian, to work with David and the others whose ability was still limited so that their lists would contain simpler books.

Gifts Provide Another Outlet for Creative Expression

Interest in gifts for others paralleled the preparation of book lists for themselves. By early December almost all individual activities had turned to the making of gifts. Here the only limit was imagination, ability to carry out an idea, and materials with which to work. The back of the classroom was turned into a workshop and a common supply cupboard containing all the work materials that attics and storerooms at home and the school supply department could provide. This was drawn upon as needed by all children. Everything from old newspapers and colored pictures to ribbons, remnants of materials, bits of wood, and a variety of bottles and cans to be painted as flower containers was welcome.

At the same time the store provided another intensive activity. The school was accustomed to making a contribution at Christmas to the Community Chest in which all classes participated. This year the fifth grade saw the store as one means of helping. The store, they said, would undertake to sell handmade Christmas cards if people would make them. This necessitated considerable pre-planning. How to approach the others, who should explain the project to them, how many cards to ask for, what standards to suggest cards should meet, when they needed to be in, how much they should sell for, how to advertise to parents, which of the store groups to make responsible for various extra jobs, were all involved.

A Christmas Assembly Contributes to Understanding of the Customs of Others

After Thanksgiving thoughts turned to the Christmas assembly which, in this school, was a program in which all groups shared. As the class talked about what might be appropriate discussion turned to the variety of ways of celebrating Christmas.

"We decorate the tree late Christmas Eve, so the baby won't see it until the morning," said Bill.

"We always sing carols," contributed Joan.

"We go to church on Christmas Eve," said Anthony, "and there's always a manger with the baby."

"We don't have your Christmas," said Sarah, "but we have the Festival of the Lights, and it's very beautiful."

"Tell us a little about it, Sarah," said Miss Thomas, who saw the need for most of the children to broaden their understanding of other religious groups.

Sarah, with Esther and Irving helping, explained some of the ceremonies of the festival but had trouble answering questions. It was suggested that her mother, or Esther's or Irving's, might come to school some day and tell the group more.

"How much do you know about how children in other countries celebrate Christmas?" queried Miss Thomas. No one knew very much and she elaborated on some of the most interesting customs.

"Why couldn't we tell some of that at assembly," said Joan. "I'll bet the others wouldn't know either—we would just pick out the most interesting things."

"Yes and maybe sing some of their songs," added someone. "I know a lovely French one that we sing at home each year."

"And let Esther or Irving tell about their festival too."

Not differences alone but basic similarities were the roots of the simple program that evolved. Four countries were selected, together with the Jewish festival and a typical American Christmas. For the next week children read to discover the songs of each group, when gifts were given and how, what they did on Christmas Day, and any special points of interest. The timing of the assembly did not allow tableaux but it did allow for a song, the description of each Christmas celebration, and the display of a large picture representing the most striking characteristics of each.

Famous Christmas pictures, stories, and legends were studied as the program was prepared and many of the familiar carols sung. This enterprise lent itself to a rich experience with aesthetic resources and Miss Thomas capitalized upon it.

Both Esther's parents, and the mothers of Irving and Sarah came to school to explain more about the Jewish festival. Later the whole group visited the crèche in a near-by church. The adults involved did not attempt to explain basic religious concepts to children of this age, but helped them feel the larger meaning behind the symbolism—the joyfulness of the season, the expression of love and good will which Christmas represents, and the recognition of something greater in the world than human selfishness.

Other Activities Parallel Plans for Christmas

Short-term group activities continued to arise from interest in the daily paper, the community near-by, family happenings, and the school itself. Among others were the following:

Some discussion of good movies arising out of conversation about what children had done over the week end and carried far enough to start thinking about ways of selecting movies to be seen.

Parts of three days spent making different kinds of decorations for the school Christmas tree and other decorations for their room and the store. (David was one of those who took the lead in this.)

A brief exploration of the purposes of the Community Chest to which the proceeds from the sale of Christmas cards was going.

Time with the physical education teacher learning some of the dances of the countries whose Christmas customs were being studied.

What skills were drawn upon during the period? A backward look highlights the following:

The calculations needed to tally their own trial election. (David did little with this but helped to tally and get the general idea of how the vote was re-apportioned. It did not seem desirable to help him do much more.)

The account-keeping necessary to determine the earnings from the sale of Christmas cards.

A variety of calculations needed in the making of Christmas gifts (e.g. estimating costs, amounts of materials needed; measuring).

Continued practice by clerks and auditors of the skills needed in the store.

Writing book reports.

Making announcements; writing advertisements and letters regarding the sale of Christmas cards.

Writing stories and poetry for the school paper.

Writing descriptions for the assembly program—these were written by small groups and edited by the class as a whole.

Study of correct punctuation as needed by individuals.

Individual study of common errors in English occurring in speaking and writing.

Continued work on individual spelling lists.

Speaking before the assembly.

Judging recreational reading and doing a variety of such reading.
Continued use of reference materials.

Outlining and note-taking needed to secure the information about the Christmas festivals.

Continued practice of reading skills by the group who still found the reading done by the majority of the class a difficult process.

Budgeting of time in planning daily schedule and carrying out work projects.

Individual and small group activities continued to be scheduled much as they were in September. Among other things they included:

Continued experimentation with a variety of media providing creative activities.

Considerably more individual writing of poetry and stories. (Joe, to whom spelling and writing had never had much appeal, was given great praise for one poem and began to ask for help with his technique.)

A wide variety of activities needed to make gifts for parents. These included tie racks, ash trays, woven pot holders, clay paper weights, napkin rings, pan holders, flower holders containing slips from some of the plants.

Individual exploration of special interests in books to be placed on the Christmas book list.

Contacts with other groups within the school came partly on the initiative of this class, partly from others:

Open house to share the collection of plants.

Cooperation in the Book Week program.

Sharing in Thanksgiving and Christmas assemblies.

Contacts with other classes with regard to the sale of Christmas cards.

Continued contacts with the staff of the school paper.

Continued contacts with the customers in the store.

Several conferences with the lunchroom committee who were now working on better behavior during mealtimes.

The community continued to be a rich resource. Children went to it to secure information and brought community problems back to the school. During November and December community contacts of importance to these learners included the following:

Visits to local bookstores and to the public library in preparing the book lists—these were mainly individual contacts.

The following of the election—children did not go out to the polling booths, but the daily papers and other reports came in to them.

Home contributions of materials with which to make Christmas gifts.

Letters to parents regarding the Christmas card sale and contacts with parents at the sale.

Visits from the parents of Esther, Irving, and Sarah and from Theresa and Anthony's parents to discuss Christmas customs.

A visit to a near-by church to see the Christmas crèche.

The Christmas assembly closed the activities for the period and the children, each bearing a plant that needed special care over the holiday, and the Christmas gifts they had made for their families, left for the vacation period.

Continuing Problems Take on Added Meaning in the New Year

The Store Makes Further Contribution to Understanding of Economic Problems

In January the store again became a matter of major concern. A semi-yearly inventory and audit of books were the custom. At first the group wished to omit the whole thing until June; but Miss Thomas, knowing the dangers of leaving financial matters too long unchecked, raised questions about the obligations one undertakes when one is responsible for funds.

"If we operated on a profit," she explained, "and someone had made a mistake, who would suffer?"

"Ourselves," admitted one of the children. "We just wouldn't have it to use."

"Who suffers if we've made any mistakes under our present system?" she went on.

"I suppose the school supply department doesn't get paid, but they give us lots of things anyway, so it wouldn't matter much."

"Where do you think their money to buy the supplies comes from?"

Without pushing the whole question of taxation too far, the

children were helped to do enough investigating to see that their parents were indirectly involved and that they, in their small business, were strictly accountable for their share of the funds. Several of the fathers who owned their own businesses were appealed to and they verified the need for frequent checks on stock and accounts. Accordingly a mid-year inventory was made, the accounts were brought up to date and passed on to the school secretary for an official check, and the store's financial status was pronounced sound.

Further Study of Plant Life Contributes to Understanding of Natural Phenomena

While this was going on the study of plants came back into the picture. Considerable reading had been done in October about the typical plants of various sections of the country, but at that stage the problem was to collect typical plants and to learn how to care for them. The effect of climate and weather conditions had been only lightly touched. Now Miss Thomas began to raise further questions as to why the plants needed such different care, and why they were such different types.

"Why don't we find cactus around here?" she asked. "Why are the orange groves in California, Florida, and Texas?"

The problem of the effect of climate on plant life, and the causes of weather and climatic conditions had never in previous years been a center of much exploration by this group. They had done a little in relation to floods, tornadoes, and other striking weather conditions and had learned how to read weather maps in order to try to predict clear weather for their picnics; but many of the basic concepts of the effect of climate had been only slightly developed. This was a persistent life situation which they were meeting indirectly in caring for plants, and it seemed an appropriate time to make them conscious of it. The children were intrigued. They lived in a farming belt and had been interested in the descriptions of the foliage in other parts of the country. Now they turned to maps, reference books, and weather reports to see what they could find out. In the work which followed, they traced the causes of climatic conditions, the effects of mountains and prevailing winds on rains. Several children became interested in the effect of weather on the nation's food supply and made a study of the sources of the

various plant products. Later in the spring, when most of the group were absorbed in other things, these children continued in their individual activities to watch the paper for reports of the weather in the areas in which they had been most interested. All reviewed and expanded their previous notes on typical plants to include general descriptions of foliage. In addition they proceeded north and south from this country to see what the foliage would be like.

"Canada wouldn't have very much of anything because it's so cold up there," averred Myra.

"It would all be trees," said another child.

"Has anyone ever been there?" asked Miss Thomas. Nobody had.

"Why don't you get out your maps and see."

The small group who were particularly interested investigated. The reading which followed dispelled many false ideas about the Canadian climate. Likewise a study of the map indicating the vegetation of Central and South America answered many questions which gave considerable insight into the climate and general vegetation to the south. Here the study terminated. Miss Thomas deliberated about raising questions which would include the whole world and decided against it. The concepts regarding the effect of climate had been amply illustrated by this time. The problem which had meaning for the children was solved when their interest in their own plants and how they came to be different was satisfied. The small group investigations of Canada and Central and South America were a logical way to test the generalizations arrived at in lands of similar topography. Further study might have helped the children accumulate a few more facts about other lands, but it would not have added much that was new to the concepts toward which they were working.

Parallel study of how to read various kinds of maps came in at the same time. The children had done some of this before, but had never needed a map so constantly. They also branched into a great variety of reference texts—atlases, geography textbooks, magazines, encyclopedias, and others. Periodic help had been given all fall as individuals used these materials. Now they worked as a group—reviewing techniques of using their major reference books, ways of taking notes, how to find things independently in the library, how

to use a table of contents and an index. Charts showing altitude, rainfall, prevailing winds, and the like also came into the picture and were made the center of special study.

Midyear Brings the Need for Self-Inventary

In the middle of January there was added the problem of mid-year reports to parents. Children and teacher worked together on it. While informal communications and intervisitation between home and school were frequent the custom of the school was to send letters to all parents twice a year. Each teacher was free to summarize the child's growth as she wished. For a year before this plan was adopted parents and teachers met together discussing the problem. These children had shared in decisions about items to be included in their cumulative records and in writing earlier reports. As they became more mature an attempt was made to widen their responsibility.

"What do you think your parents ought to be told about you this year?" asked Miss Thomas. "Suppose we start a list."

The list on the board included:

Our store—what we've learned about keeping accounts, making change, writing more plainly

What else we have been studying as a class and what each of us did—our plants, our Christmas play, our study of climate

How much better we are in reading (from David who was at last sure he was making progress)

What we have learned about writing stories

What special things each of us has done

Work habits

Miss Thomas suggested that parents might also be interested in health habits and in how the children were becoming better able to work together—both of which had been part of the cumulative records. This had been a class in which there were few "difficult" children. However, there had been teaching and learning in the area of human relationships as the year went on. Irving, after several minor positions in which he tried not to give "too many orders," had made a highly successful store manager during the

rush of the Christmas card sale. Most of the group had grown in ability to respect the opinions of others in discussion and to take criticism. Doris Jean still needed to be reminded that the papers around her desk held up everybody else, but she was trying. Joan, after failing to carry out part of her responsibility with regard to writing letters for plants in the early fall, was gradually moving back to the place where the group was willing to trust her with a job. Theresa had begun to overcome a little of the extreme shyness that she manifested in the new group in the fall. Alice, whose illness made it difficult for her to take any leadership in physical activities, had displayed real leadership capacities in the making of the wooden xylophone.

It was planned that each child would write briefly his report of what he had done during the year—both as a member of the group and as an individual. Then, discussing it with Miss Thomas, he would work through what needed to be said about his skills and about his growth in group relationships. This part she would write after agreement was reached. The conferences were learning experiences in themselves, as progress was reviewed and plans for next steps were outlined. These conferences and the planning needed to make the reports of group and individual activities meaningful extended for approximately three weeks. The final copies were typed by the office so that duplicates would be available for the children's individual record folders.

*Food for the Starving People of China Extends
Understanding of the Needs
of Other Peoples*

Early February brought the first extensive study of another country. The Christmas study had contributed a little about modern life in other lands, but the focus and main interest had been on Christmas customs. The previous reading about Canada and the Central and South American lands had been mainly in terms of climate and foliage. As this study was ending the daily papers were filled with appeals for Chinese relief and papers and magazines were full of pictures of life in modern China. The children wanted to know more. "Why do the people need food?" "Don't they have their own as we do?" "They don't eat the things we do.

How can we help them?" This last came very positively from a child whose experience was limited to a few Chinese meals in the near-by restaurant. "Why are the buildings in the pictures so different?" "Why do they use characters instead of letters in their writing?" The problem was one of general concern to know more about another land to which they and their parents were being asked to make a contribution, and as such it was given a place in the daily schedule. The group made a list of the questions they most wanted answered. Miss Thomas and the librarian helped them find material that would give a fair picture of modern China and her problems. Films and news pictures in current magazines helped. As they learned about the size of the population, the nature of the terrain, the climate, and the crops they were helped to draw upon their previous conclusions as to effect of climate on vegetation and food output. Chinese history was drawn upon as needed to throw light on the problems of the present. Some of it was needed to explain the dearth of modern farm machinery. More was sought to help explain why so many of the people could not read.

Chinese customs were stressed only incidentally as children asked about items they had read. The emphasis was on securing facts to answer the problems raised rather than on amassing information for its own sake. Individuals who became very much intrigued with the buildings, the temples, and various aspects of the culture peculiarly Chinese were helped to follow these leads and share their findings with the class. Here again the stress was on the underlying similarity of the human problems involved rather than on surface differences in custom. "Why might their way be different from ours." they were asked. "How does it fit with what you know about their history?" "What is different about our background that might make us do it differently?"

The School Cafeteria Contributes to Persistent Problems in the Area of Health

Health problems came strongly into the picture in late February and March. The school cafeteria, which was used by many of the youngsters, provided two standard, well-balanced plate lunches. This had been accepted in times past, but with growing ability to manage their own lives came protest.

"I don't see why we have to take a vegetable if we don't want it," said one of the group.

"My mother says it's good for you," answered someone else.

"That's what mine says about milk," contributed Alice, "but I don't like it."

"Could we ask the lunchroom committee to let us choose what we like, Miss Thomas?" asked Doris Jean, whose meals at home left much to be desired.

"Before we do, we had better be sure we know what we're doing," said Miss Thomas. "Why do you think they plan a lunch which has the kind of things you are given?"

"It's supposed to be good for you," seemed to be the most firmly fixed generalization in the group. Miss Thomas pressed the point. "What makes it good? Would it be just as good if you had all desert and no milk?" They thought not. "How do you know?" They weren't sure. "It makes you sick," "Your teeth decay," "You'll get too fat," were among the comments indicating that a problem heretofore dealt with incidentally might well be made focal.

Starting with the generalization previously developed—that it made a real difference what you fed plants—the group pushed on into what difference it made if you fed different things to human beings. They were not ready to do much experimentation with the chemistry of foods, but they could comprehend the descriptions of the values of various foods as several series of health and science textbooks and a number of charts and diagrams pictured them. Miss Thomas considered the possibility of experimenting with white rats but did not raise it with the group. The problem was to find why the school lunch was made up as it was and why the children were urged to take it all. Previous experimentation with plants had already convinced them that food made a difference. How to balance meals, not what happens when one does not, was the concept needing further exploration. The children made a study of what was needed by all persons to sustain health and went on to draw the analogy that human beings, just like plants, needed different kinds of balances and that Alice, whose doctor prescribed milk and a diet calculated to add weight, might well need a different balance in her meals than Jean Marie and Anthony, who were very chubby. The children examined a series of typical school lunches to

see what they were contributing, and then went on to examine their own food for a week, including the school lunch. Not an exact prescription of certain foods, which some children might not be able to obtain, but a sensitivity to the need to get the desired variety of foods through appropriate combinations of what you could get was the emphasis.

Near the end of the study the practical aspect of quantity buying came in, as well as some sensitivity to the needs of younger children. "They don't stock everything we'd like any more than we can in the store," they decided. "They're operating on a cost basis too." Further, "If younger children have not studied about choice of foods perhaps the safest thing is to be sure they are given what would make a good meal, even if we don't like it," they concluded. "But," added Bill, "if their teachers could show them how, then we all could have more chance to choose."

The School Store Introduces Problems of Credit Buying

Once again the store became a concern of the group as a whole. Irving, now one of the cashiers, conceived the idea that charge accounts paid once a month would make things much simpler for everyone.

"Not this year," he said, "but if we could plan it, next year's class could start it in the fall."

It turned out that many parents had charge accounts and that many more bought on the installment plan. This was not a problem that could be taken very far with this class as the mathematical concepts and necessary experiences were limited. The children did, however, satisfy themselves as to what kind of accounts would need to be kept, the nature of the bills that would have to be sent, and the calculations needed. They decided that their annual report should include their findings, but the recommendation was that it sounded like too much work if the children next year wanted to do anything else.

Someone raised the question as to why stores bothered with charge accounts at all and they went into some of the more obvious advantages to both customers and firms. They also were confused about the difference between a charge account and installment buy-

ing and took time to get this straight and to do some simple calculations of the increase in the cost of the article when one paid on time. This was their first acquaintance with percentage and led into enough arithmetic to get the concept clear. This new way of expressing numerical relationships was used again in June when they decided to include in the report of the store a comparative statement of the amount of this year's business and that of the year before.

Further Musical Experiences Contribute to Aesthetic Expression and Appreciation

In March, and on into April, a new aesthetic interest was developed. The school had several portable record players and for the first time this year one of them was free for an extended period of time in the fifth grade. While there had been much informal sharing of musical experiences, extensive group work had been limited to the Christmas and one or two other assemblies. Now the class was encouraged to explore the new records that had been added since the year before. Few had ever seen a symphony orchestra; but over past years, with the help of several teachers who played various musical instruments, a number in the class had become interested in the use of the different instruments. They spent several periods with one of the teachers who knew the most about music to learn more about the records they were listening to. Later in April this interest turned to radio programs—first those which provided more music and later to an analysis of the serials and other programs to which they listened.

Other Activities Parallel or Are Parts of Major Group Experiences

Small group and individual activities during these three months were varied. Many of the individual activities continued to arise from special talents, hobbies, or interests—Miss Thomas continuing to urge children to explore varied media. Finger painting, soap carving, and work with clay, facilities for which were available at the beginning of the year, came into the program now. As April approached a small nature group was formed to study the returning birds. Children from several other classes joined this group.

Short-term group interests continued to have their sources mainly in the ongoing life of the world about them. A survey of some of those which were typical would show:

A brief study of why it was necessary to quarantine all the dogs in the neighborhood after a rabies scare.

Some exploration of a new city sales tax—caused mainly by concern as to whether a similar tax should not be charged in their store.

Following the work of the Red Cross for several days as they met the needs of a flood area in a neighboring state.

Some discussion of what a threatened coal strike might do to their city—their interest was mainly on what supplies were available in the city and when someone found this reported in the paper the group was satisfied.

A short period spent on how to save paper—brought on by a request from the principal's office that supplies be used carefully.

Finding out about the baby bears born in the local zoo.

Individual and group work on fundamental skills¹ continued to grow out of constant demands for these skills. During the three months' period the following were included:

The calculations needed to make the mid-year inventory and audit of the accounts—teams again did the inventory but the whole group checked the auditor's work.

Study of charge accounts—the calculations needed to decide how much price increase was represented by installment buying.

Calculating food values in meals and graphing them.

Reference reading to find out about climate.

Study of reference books—the way to use them; the values of different kinds, use of various parts of reference books such as table of contents, indexes, and the like. Even the poor readers examined the books and contributed to this.

Learning how to read maps in connection with the study of weather. (David, who still did not read very well, discovered that interpreting maps was fun and became one of the "experts.")

Learning how to read charts and graphs in connection with the study of the weather. Learning how to read bar graphs in study of foods.

Writing the report letter to parents—deciding how to explain the year's activities so that parents would understand.

Note-taking and continued wide reference reading on China.

Reference reading of more technical detailed material regarding diets.

Continued reading of a wide variety of recreational books throughout the period. Joe, Myra, and several of the poorer readers found in the simpler books in the library a source of great pleasure.

Individual children who were weak in particular skills continued evaluation and practice in needed areas.

What contacts led these children out into the rest of the school? The following were their major efforts:

A series of conferences with the school secretary, who checked their accounts.

Visits to the school dietitian to ask about the lunch menu.

Participation in a musical assembly sponsored by the sixth grade.

Helping for several days with the kindergarten children on the playground (Bill and Jerry proved most efficient with overshoes and wraps).

Visiting a fourth grade to see their collection of articles from Mexico.

Helping a second grade care for several plants which were not flourishing.

Continued contacts through the store and the school paper. New methods of advertising were tried out, and from time to time individual and group stories were published.

Sponsoring a sale of lost and found articles for the first grade, who ran the department.

They continued to draw upon the community and to go out into it. Had the details of their activities been given, one would have found the following:

Visits to three fathers to get advice on the need to make the January inventory. (Sarah's father, who was near-by, was one of those turned to.)

Contacts with all homes through the report letters—parents in most cases came to the school for additional conferences with Miss Thomas.

Individual investigation of family charge accounts and installment buying—various children reported back what their parents said the advantages and disadvantages were.

A trip to the city conservatory to see different kinds of plants.

A trip to the weather bureau to find out how weather was predicted.

The study of radio programs and movies brought the community to the school.

Spring Brings New Problems

Bicycles Call for Safety Measures

Bicycles appeared on the scene in large numbers as the spring weather approached. Local policemen visited the school with the request that children again be reminded of traffic regulations. After a joint meeting of all bicycle riders, at which the policemen made various suggestions, individual classes took up the problem as they saw fit. In Miss Thomas' room only about one-third owned bicycles, but a third more rode their friends' regularly, and only two children were not at all interested in learning to ride. Accordingly it became a short but intense problem of group consideration. The safety rules offered by the police were studied carefully. Children added others from their own experiences. Some time was spent considering the importance of keeping bicycles in good repair. The two who did not intend to ride bicycles were allowed to go on with other activities during the latter discussion periods. One had several library books he wanted to have time to finish and welcomed the opportunity to read them. The other, Alice, went further with some finger painting that she had just learned to do.

The Problem of Minority Groups Is Raised by the Poll Tax

The poll tax question was again up in Congress and the children who had been interested in following major national events all year wanted to know more about it. Other national issues with which they had been concerned had been treated as short-term projects, but none up to this point had offered possibilities for much extended study without demanding social and economic concepts well beyond the maturity of the group.

"What is a poll tax?" was the first question. They had discussed how people registered to vote in their local elections in the fall and grasped the general idea.

"But wouldn't that mean some people couldn't vote?" asked Jean.

"Yes, it would," said Miss Thomas. "Some of them do not earn enough to make it easy to pay the tax."

"Why don't they want everybody to vote?" Joan, who had followed the reports of the numbers who turned out in the fall to vote in the local election, was concerned.

"It's mainly that they're trying to keep Negroes from voting," said Jimmy, whose parents had discussed the question often at home. "Of course it means some white people can't either; but that's not what they really care about."

"Well, your family is different, and so is Henry's and Jean Marie's; but it takes educated people to vote properly." Last fall's conclusions regarding an enlightened electorate were still functioning, but with them a false generalization.

"Negroes are educated," Jimmy came back. "They go to schools that are just as good and they shouldn't be shut out of anything. It's their country too."

Heated exchange of opinion was not going to help, and Miss Thomas came back into the picture.

"We really don't know very much about other parts of our country, do we, or the way people live in them? Why don't we try to find out *some more* before we give *too many* answers. I'm sure Jean Marie and Jimmy and Henry can tell us a lot about the part Negro people have played in our country. And if we are going to talk about the southern states and the way they let people vote shouldn't we be sure we know why they disagree with us on some things and how it came about?"

"That was the Civil War," said John. "We studied it in our school a little last year."

"Fine! Then you can help us learn more about it as it bears on this problem," answered Miss Thomas.

The study which followed occupied close to two months. The children traced the early history of slavery in this country and the causes of the Civil War. John's memory of his previous contacts with the period was somewhat vague, but sufficient to allow him to raise some general questions to which the children added others. They followed much more sketchily the sequence of events from the time of the war to the present as they related to their problem. Here Mr. Bush, who was the expert in the social sciences, was able

to short-cut a difficult research process through talking with the group. Jimmy's mother, who was a teacher, supplied more detail with sympathetic interpretation of both sides of the problem. Much of this could only be done in broad outline with children of this age, but Miss Thomas, together with Mr. Bush, helped them to get some idea of the economic as well as the social problems involved and of the historical setting which at one time gave support to practices no longer accepted.

They studied some of the problems of the southern states today and followed with interest the efforts to salvage land and establish a variety of crops. They made elementary comparisons of the amount of income available for southern schools and the amount which their own state could provide for them. The original claim that there were many people who did not know enough to vote was re-examined in the light of what they could understand about the need for schools and the progress that had been made in providing them.

A parallel study went into the cultural contributions of the Negro. The contributions of Booker T. Washington, George Washington Carver, Marian Anderson, Paul Robeson, and others were looked into, together with the work and lives of others less well known who have made equally important contributions in other fields.

With Miss Thomas and the music specialist they explored Negro spirituals and other songs by Negro writers. They listened to recordings of various Negro artists. Henry brought an anthology of Negro poetry and they enjoyed listening to a number of the poems.

In addition some of the handicaps facing Negroes today were explained by Henry's mother, who was in public health work. Using families she knew as examples, she tried to help the children see the difference between the problems faced by all underprivileged groups and discrimination merely because one's skin is another color.

Miss Thomas took this opportunity to widen insight a little into the problems of other minority groups, using a few events in the neighborhood of which the children were aware. Several windows in the near-by Jewish synagogue had been broken recently. The children in the early fall had teased Anthony and Theresa because

they did not eat the meat offered on a Friday luncheon. At that time Miss Thomas had done little except to point out other differences in custom which no one thought peculiar or teased about. Tomi added a number of stories about the relocation camp.

There were no particular culminating activities to this unit. The question of the poll tax was not one that fifth graders could be asked to solve. When their study had helped to give them some feeling for the problems faced by minority groups in this country, some appreciation of the contributions of another race, some understanding of the dangers of generalizing about any people as a group, and a sense of the value of historical perspective in meeting modern problems, it had served its purpose.

Bringing the School Year to a Close and Making Plans for Summer Vacation

As they concluded their consideration of the problems of minority groups more attention was given to the question of recreation facilities for the summer. Parents whose children had to stay in the city asked for help in planning how to keep them occupied. In cooperation with the other fifth and the sixth grades they did a survey of play facilities in the neighborhood. Groups of children explored the facilities in the near-by parks. Recreation leaders from community clubs and the local "Y" came to the school to talk about possibilities. The result was a leaflet compiled by the sixth grade which the children took home to their parents.

About the time that this project gradually began to take up more of the school day, so did the store. A final inventory had to be made and the closing report written. Sales stopped one week from the end of school to get this done. As each group on leaving their special department had left a report for the incoming staff, there were cumulative records of the year's suggestions. It was decided that the last incumbents would compile these into one set of recommendations for their department and that each would be studied by the group as a whole, all others who had had experience with the job adding whatever seemed necessary. With Miss Thomas' help this was done. The final inventory and a list of the prices used and the materials sold were added and the complete report was filed for the next year's store operators.

Since it was the custom for both sixth grades to work together on the school paper, no spring meeting was needed to decide on next year's school responsibility. They did, however, meet with the sixth graders, who were going on to junior high school and so would not be available in the fall, to hear a little about the responsibilities involved.

At the same time final reports were written to parents. The process was the same as in February.

With the storing away of books so that next year's class would be able to find them; the gathering together of paintings, clay models, soap carvings, hobbies, and other individual enterprises which had not yet been taken home; final reading of the store report which the school secretary had typed; and a last discussion of recreation facilities for the summer, the year drew to a close.

Parallel Activities Continue to the Close of the School Year

Short-term activities continued to take up a certain amount of time each week. The last three months of the school year saw the following among those which were most important:

Discussion of the need for recent community steps to prevent mosquitoes and flies.

Several days' deliberation as to how best to get rid of insects which had appeared on some of the plants.

Starting plants to take home for family window boxes.

Some investigation of magazine reports of new prefabricated houses—how they would be built, what materials would be used.

A few days of follow-up discussion on a travel film shown to the whole school.

What was the status in fundamental skills by the end of the year? As children completed their reports to parents they could look back on the following as some of the more significant:

Translation of the year's business in the store into percentages and graphs.

Completion of the final audit and inventory.

Making out the final financial statements on the store.

Writing the final report on store activities.

Reading historical texts and fiction in connection with the question of slavery.

Reading the autobiographies, in whole or in part, of several famous Negroes.

Writing thank-you notes to the various community members who had visited them and worked with them.

Extension of discussion techniques as the study of minority groups touched prejudices and emotionalized attitudes.

Contacts with other parts of the school during this period were as many as ever:

Sharing in the April assembly.

Meeting with the sixth grade to find out about the school paper.

Working with the fifth and sixth grades on the study of recreation facilities.

The community continued to be a rich source of experiences. Parents, organizations, the representatives of the city law enforcement, all played their part:

A visit by representatives of the local police force to talk with bicycle riders.

A visit to the zoo to see the baby animals.

A study of city traffic regulations.

Visits by Henry's and Jimmy's mothers in connection with the study of minority groups.

Consideration of other minority group problems which had arisen in the local community.

Visits to the near-by recreation facilities available in the summer.

Visits from recreation leaders to tell about summer opportunities.

Sending a leaflet to parents about summer recreation opportunities.

In Miss Thomas' cumulative records for the year would be found clear indication of balanced growth in relation to persistent life situations. Although the problems which were the bases of extended study drew upon many areas there were a variety of centers of major emphasis. The store contributed understanding of economic structures and forces. Social and political structures were prominent in the election, the investigation of the problems of China, the study of minority groups in their own country, and the

exploration of community recreation facilities. Understanding of natural phenomena grew through the studies of plants and climatic conditions. Understanding of technological resources, though not a central problem in any of the units, was needed to throw light on others. Person-to-person relationships were constantly involved as the members of the class learned to work together and cooperated with others in the school and the community. Effective group membership was basic to the successful operation of the store and to every other group activity undertaken during the year. Intergroup relationships were a part of each contact with other class groups and extended into the study of minority groups, the election, and the problems of the people of China. Health was a central issue in the study of the meals offered by the school cafeteria, in the health examination, and in the consideration of safety regulations regarding bicycles. It was also a matter of daily consideration in the ventilation of the classroom, provision of adequate light for work, precautions against the spread of colds, and many others. Aesthetic expression and appreciation were focal in the Christmas assembly, in the writing of stories for the school paper, in preparing book lists for Christmas, and in the spring in the study of records and musical instruments. Growth in ability to use intellectual powers was needed in relation to every problem and involved much by way of more accurate calculations, making ideas clear to others, and in turn understanding their efforts at communication. There was also need for added skill in planning, in setting up a problem for study, and in solving it. Questions of moral choice and responsibility also entered into practically every phase of the year's work and were extended by direct discussion into national and world relationships in the study of China, the investigation of minority groups, and in the spiritual values represented by the Christmas season.

Short-term projects made other contributions to these areas. So did individual activities. By the end of the year each child had combined intensive exploration of several areas in which he was very much interested with wide but less thorough acquaintance with many others. In those in which there had not been active participation there had at least been appreciation of the efforts of others as completed work was shared with the group. In the sixth grade

this class will again study everyday situations of concern to them, guided by a teacher who sees relationships to persistent life situations and who builds from present understandings and competencies toward further growth.

A Tenth Grade Program

The same principles of curriculum development underlie the activities of learners of every age. The characteristics of the experiences of Miss Thomas' fifth grade will also appear in a first, an eighth, a tenth, or a twelfth grade. With any age the activities for the year will arise from the problems of the group supplemented by the teacher's best judgment as to the contributions which these situations can make to the learners' growth in ability to deal with the recurring situations of living. As with the fifth grade, growth will be measured in terms of increased ability to deal with persistent life situations—in generalizations which function in new situations and in understandings and skills which make for effective living. Differences in the programs of the fifth and other grade groups arise from the differences in maturity and needs of the groups.

In the work of the tenth grade described in this section, and in that of the first grade which follows, the activities which would be typical of a year's program are sketched. Space does not permit including the more detailed descriptions of learners at work which were given for the fifth grade. The purpose is to show the range and variety of problems faced by very young children and by a high school group, and the major experiences through which individuals and groups worked on them. Planning is an integral part of the process as it was with the fifth grade. Students express themselves as freely. Teacher guidance is as careful a thinking-through of the possible contributions of the experiences to the needs of the group.

The School and Its Organization

The tenth graders whose activities are described should be pictured as living in a community of about 30,000 population. The school is one of two high schools, each including grades seven through twelve. The youth who come to it represent a cross section of abilities and of socio-economic, racial, and religious backgrounds.

Class groups average about forty students. There is no attempt to group students homogeneously or to provide traditional college preparatory and other differentiated programs. The work of each grade group centers in a core program with time for service courses and individual laboratory work at other periods in the day. The amount of time given to the core decreases gradually from practically full time in the seventh grade to a two-hour sequence in the twelfth. The tenth grade which is reported here spends half its day in core activities. For this tenth grade the core is carried forward in a three-hour block in the morning while the afternoon is divided into three one-hour periods. The latter are the times at which special courses or individual projects are undertaken. At present there is a fixed division of time between core activities, service courses, and individual laboratory work. Further, the service courses and laboratory work tend to deal with situations of everyday living through the usual instructional areas rather than through exploring new groupings based upon the interrelatedness of the situations themselves. The faculty are not ready to move to a completely unified program within each grade group with service laboratories in various fields available as resources. Plans are being made, however, for greater flexibility. The faculty committee working on this problem is thinking along the following lines. Within the service laboratories provision would be made for four types of activities: for service *units* of varied length to be developed as needed to clarify and amplify a particular piece of work being considered in the core; for service *courses* to be offered as groups are ready to carry on more extended and intensive study of closely related situations of everyday living; for *guidance of individuals* with special interests and abilities; for making *resource materials* available to individuals and groups. The amount of time given to each type of activity would vary in terms of the individual students and the nature of the work being developed in the central or core part of the program. During one part of a year a group of students might spend a major part of their time on work connected with the core while for another part of that year they might give most of their time to service courses.

The teachers responsible for the core programs have rather broad academic and cultural backgrounds with a degree of specialization

in one or two fields. In all but two cases one area of specialization is English, the social sciences, or the natural sciences. The core activities of one of the ninth grades are guided by Miss Duggan, whose special interest is foreign languages, and an eleventh grade is advised by Mr. Anderson, whose major interest is mathematics. All teachers responsible for core activities, except Miss Hamlin, who works with the seventh grade, offer courses or individual guidance in their fields of special interest during one or more of the periods when they are not with their core groups. Since they are responsible for the homeroom activities and general guidance of the students in their core groups, all teachers of core activities have at least two periods of the teaching day for the study of and work with individuals, for record keeping, and the many other activities necessary if guidance is to be effective.

Specialists in art, music, physical education (one full-time person and the part-time services of a second person who works in both of the high schools), shop and vocational education, home economics, business education, the librarian, the nurse, and two teachers, one with special competence in mathematics and science and the other a specialist in foreign languages, comprise the full staff. The ratio is about one teacher to twenty students. The classrooms of these specialists are equipped as laboratories, where it is possible for an entire class to work easily or for individuals and several small groups to work at the same time. In most cases these specialists are available to give help as needed in the core program. At times they meet with classes in their homerooms. Often they remain in their laboratories, where individuals or groups come for help on problems being studied in the core.

The core program for each group grows out of the problems which are significant for them. Any area of subject matter is drawn upon. The aim is gradual growth in ability to deal with the recurring problems of living as they confront high school youth. Units of experience at this level are usually longer than those in the elementary school in keeping with the increased maturity of the group and their ability to explore more deeply in solving their problems. However, short-term projects still find their place, and it is not uncommon to have two or three parallel activities under way, at times with little relationship to each other, at times corre-

lating closely. Both general background understanding and ability to use fundamental skills are built through the work of the core program.

The afternoon program is organized to provide both elective courses and special help through laboratory activities for students who have talents and interests which warrant extended work or who need remedial assistance. At least one laboratory period in which the work is highly individualized for the last named purpose is offered in each field. Similarly open or unassigned periods of the teachers of the core program serve as conference periods for individual guidance, for additional special work with individuals or small groups following up aspects of core activities, and for working with class committees, student council committees, and others concerned with the ongoing social and community life of the class or the school. Periods for clinic or laboratory work are staggered during the afternoon so that those most in demand are not scheduled at the same time. Service courses meet two, three, or four periods a week depending upon the nature of the problems being studied. Some are one semester in length, some two. Some are offered every year, some are given in alternate years, depending upon the best judgment of the staff as to the needs of individuals. There are no regularly scheduled study hall periods but each student has in his program some free time for library work or special study.

A full description of service courses and laboratory activities is not necessary. The service courses are designed to meet the needs and interests of students which are not met through the core program and through work in the various laboratories. In this particular high school more attention than is normally necessary is given in service courses to the occupational needs of the students and the college preparatory demands made upon those planning to go to colleges having more or less fixed curricula and requirements. The staff have not yet become confident of the contributions which the core or unified program can make to these demands. Each service course is developed with reference to the needs of the particular student group and the situations of daily living to which the given area makes a fundamental contribution. The English classes include a drama and play production group which has ex-

panded its work to include the radio and motion picture, a writers' group, a course on journalism, several courses which center attention on various aspects of literature, and two clinics, one in reading and speech and the second for those needing special help in the mechanics of written usage, spelling, and the like. The editors of the school paper, persons called upon to make announcements in assembly, the group in charge of the central bulletin board, and others, are often found among those in the laboratory, as are the students with special ability who desire critical appraisal of their work. The social studies group sponsors, among other courses, a very popular study of developmental trends in American democracy which gives historical backgrounds as they influence and condition trends. Other courses have as their focus the study of government and governmental agencies, European backgrounds and international relations, current problems in national and international events, geographic backgrounds of economic problems. In the laboratory section there are normally several groups going more deeply into selected current problems and one or two exploring other areas that draw heavily upon historical backgrounds.

In the field of the natural sciences there is an offering in current scientific developments and three courses centering respectively in the areas of physics, chemistry, and biology. The staff have not yet seen their way to help students develop needed understandings and expanding concepts in the latter fields through such courses as applied mechanics, food chemistry, photography, the application of scientific principles to home appliances, keeping the human mechanism physically and mentally healthy. Here again, special periods provide opportunity for individuals and small groups to investigate projects or areas of interest. Activities in home economics vary with the needs of the group. One course is usually built around various concerns of home management and a second, for several years, has centered around consumer problems. The latter has been developed cooperatively with the staff in mathematics and business education. The laboratory or workshop in this area allows for a wide variety of individual enterprises. Problems of needed refreshments for a class party, of proper costumes for a play, of choice of a winter coat, and many others, find their way to this center. The specialists in music and art, vocational and business

education, offer work both for those who are interested in developing only general competence in the field and for those with special talents or interests. The laboratory periods in music include the work with the school orchestra and two choral groups. The business and vocational education teachers together take responsibility for special help in vocational guidance and for making up-to-date vocational information available. Courses in the field of business education include typewriting, shorthand, bookkeeping, and office practice.

Offerings in the field of mathematics include the cooperative course in consumer education, which has been mentioned, and work in algebra, geometry, and trigonometry for those who have special need for it. Many of the common mathematical needs of today's citizens are met through the core programs, but the laboratory offers remedial help as well as opportunity to delve into special fields. One year a group interested in architecture worked in the mathematics laboratory with the help of the art and shop specialists. Often current economic problems are brought for special help. Student council activities requiring tabulations of opinions or other statistical procedures at times call for service units provided through this laboratory. French and German are the languages taught regularly, although a small group has started Spanish under the guidance of one of the teachers who has some competence in this area. Courses are concerned both with the cultural backgrounds of the country whose language is being studied, its present place and problems as a member of the world of nations, the history of its language, and with the ability to use the language in informal communication. As greater proficiency is developed, both aspects receive attention in the study of its literature as one expression of its culture. Small groups ready for advanced work receive special help during the laboratory period. All students have regularly scheduled physical education and recreation activities. Laboratory periods in this area are devoted to corrective work or to the development of special skills.

The key to the quality of growth which results from this program lies in the guidance given to each individual. Over the six years of the junior-senior high school period no two students have exactly the same program. The teacher of the core program is responsible

for helping each of his students to evaluate the progress and growth he has made, to decide on the special activities which seem best to fit his needs, and to see the relationship between and among the various activities included in his program. Courses are selected and activities undertaken because of the promise they give of help with concerns and interests of the learner selecting them, rather than because he has now reached the point in the curriculum where these courses have been placed. The student goes to each experience with understanding of why he is there and knowledge of some of the things he expects from it. As the work develops he is helped to identify other needs and interests which guide both his further activities in the course and his selection of subsequent experiences.

Major responsibility for whatever help each individual needs in making his adjustment to the social and academic demands of the school is in the hands of these teachers. The school nurse, the principal, and the other teachers stand ready to provide information and to give help as needed. After considerable experimentation it was found helpful for the teacher of the core program to stay with the same group for two or even three years. This not only provided for better continuity of growth through the core program activities but also for much more effective guidance of individuals as the teacher, over a longer period of time, could work with the same students.

In scheduling activities, teacher and pupils together consider areas which have been or are likely to be a part of the core activities, areas of weakness in which clinical help should be sought, and talents or interests in which special help or advanced study seem desirable. These plans, as learners grow more mature, often are blocked out even beyond the year, teacher and student together deciding what is immediate and what should be included at a later stage. From time to time such tentative plans are revised. Both vocational considerations and college plans are an integral part of this process. Planning conferences often include other staff members as information in a particular area or special help concerning the demands of a vocation is called for. The major responsibility, however, for this type of planning and guidance rests with the teacher of the core. And it is for this reason that two periods of the

core teacher's regular schedule are set aside for special guidance responsibilities.

The Activities of the Core Program

Mr. Gilbert, teacher of the students in the tenth grade core whose activities are reported briefly in the description which follows, has a strong background in the social sciences and a minor in natural science. His class of forty ranges in age from thirteen to seventeen and in ability from two or three who are considerably below average to a number who are very able. All socio-economic levels are represented and a variety of religious and racial backgrounds. The students came from four neighboring elementary schools but have now been together for four years. About eight in the group are planning to go to college. Several are interested in secretarial work; most are still uncertain as to what they will do at the close of high school. Mr. Gilbert became their homeroom teacher in the ninth grade. He brought a full year's acquaintance with the group to the beginning of their work in the tenth grade.

Living in the School Community Is a Source of Many Learnings

As the class came together in the fall attention was first given to general matters of organization needed for the smooth running of the year's work. Final evaluation at the close of the previous year had served to lay plans for the service courses and laboratory work to be elected by each individual; but some time was needed to check schedules and make several changes in individual programs. Problems were identified during the first morning and individual conferences scheduled to work them through. Time was also taken during the morning to arrange the classroom. Since the room was the same as that used by this group the previous year organizing for work was merely a matter of putting away supplies and arranging materials conveniently.

All-school activities and special responsibilities for various services to the school were under the general leadership of a student council which functioned through inter-grade committees. Each class was represented on the council and on one or more of the sub-

committees. During the early weeks of the fall a number of council or committee requests came to the homerooms for consideration—the spring report of the assembly committee for final approval, a request for suggestions as to student needs to be considered in developing a recreational reading center in the library, a proposal that a nominal charge be made for the school paper for the purpose of financing certain other student activities, a list of council committee appointments for approval. In addition the class had a new council representative to elect, judgments to make regarding last year's final reports and recommendations, and plans to lay for its own social and recreational activities.

Mr. Gilbert and the other teachers saw in these activities the opportunity for the students to gain practical experience in dealing with many of the persistent problems of working as a cooperative group and of participating in "local" government and sought to give the council and the class committees definite responsibilities and freedom, under guidance, to carry them out. Regularly during the school year requests calling for action by the homeroom group came from the council representative, council committees, or class officers. In turn, the sensitivity of the students to the needs of their school community often caused them to be the initiators of plans. Teachers and administration were sometimes directly involved. A request for more opportunity to work with plastics resulted in a new course offered by the art teacher. The tenth grade's concern with the length of the lines at lunch resulted in a request for a study of the problem which finally lead to menus being posted in classrooms so that there would be less time wasted in choosing food. A follow-up council analysis of student needs in the lunchroom led to a revised menu. The school paper was an active organ through which student opinion made itself felt and was frequently used by members of this tenth grade. Two members of the group served on a library committee that worked regularly with the librarian on reviewing and publicizing new books.

Teachers also saw the potential contributions of these activities to person-to-person relationships. From discussions as to the kinds of activities which make for a good time socially, what the function of the hosts or hostesses should be on different occasions, what refreshments are desirable, whether amenities suitable for the

wiener roast are acceptable on the dance floor, came many valuable learnings. Others came merely from associations in a social setting, testing out ways of making friends, learning how to become part of the "crowd," finding what kind of conversation holds interest, what dress or manner fits the mores of the groups. Teachers working and playing actively with their groups in these activities learned much about the needs of individuals which later became the basis of special guidance.

During the year the tenth grade regularly spent part of each Friday morning discussing whatever all-school or class needs had arisen during the week. The length of these discussions varied with the nature of the problems. Final work on a class party or discussion of some new council proposal sometimes took a large part of the morning or continued into parts of the next few days.

*A Year's Study Extends Understanding
of Persistent Problems of Living
to the International Scene*

The first major area of study entered upon by this tenth grade arose from their activities of the previous year and continued in some form over the entire year. As ninth graders they had followed with interest the efforts of our government and people toward postwar reconstruction both at home and abroad. In working in this area during the previous year, their major interest and the aspect of the problem which Mr. Gilbert felt would lead to the greatest positive growth centered around the steps being taken by their local community. In the tenth grade the bulletin board containing news of world events was again a center of much interest. Territorial demands were prominent in the press at the beginning of the school year and questions and general opinions regarding the justice of the claims were many.

"We need them as air bases. After all we fought for them, why should we give them up?"

"A country can't be democratic if it won't set its colonies free."

"Why do they care who controls a waterway—everything is going to go by air now, anyway."

"But if the people who live there are nearly all Italian why shouldn't they object. . . ."

Mr. Gilbert saw in these questions the opportunity to expand concepts of intergroup cooperation to include certain fundamental understandings of the problems faced by nations in living and working together. There was also the possibility of extending understandings, developed the previous year, basic to such problems as distributing goods and services, providing legal protections needed to guarantee the welfare of all, the influence of natural resources, and the need for conserving resources, as these problems affect and relate to territorial demands. Accordingly, when the group came together to discuss the problems they wanted to go into more thoroughly, he helped to sharpen some of the issues which they were raising and to point to possibilities. Solution of problems such as these in the sense of formulating acceptable policies was obviously impossible. But clear identification of the demands being made by nations and understanding of some of the most important factors which influence them were within the ability of the group.

The resulting study began with plans to identify the major demands for territorial possessions. Despite much previous work with maps a number of the group were somewhat hazy as to exact locations, and a first step was to use a large map of the world to locate mandated territories, colonial possessions, and sections under dispute. Meanwhile all turned to newspapers for current information as to the exact demands that were being made. The arguments, pro and con, were listed as committee groups reported, and became the subject of consideration one at a time.

The end of the first month found the problems of making the world's goods and services available, using various channels of transportation, and dealing with topographical features paramount as the group evaluated arguments for safeguarding passage through various strategic waterways—the Suez Canal, the Dardanelles, the Panama Canal. This phase of the study extended for several weeks and included consideration of a special committee report on what is now possible in air transportation, what new changes are foreseen, and how technological developments in this area are affecting the possibilities of and the increased need for international cooperation. Other members of the staff having special competence in science and mathematics helped in supplying

source materials, in advising in the making of needed graphs, and in checking the soundness of the analysis and tentative conclusions of this report. Further investigation of the world's natural resources was also called for as the demands of nations were considered in relation to their needs and the way they were using available resources. Economic geography was drawn upon frequently and understanding of other nations grew as the students examined what information they could find about resources, industries, and trade needs.

As the study of trade routes and channels of air and other types of transportation led to a clearer understanding of the influence of topographical features upon national policies, the group also took time to identify the areas and places listed as strategic for defense purposes and to consider the claims in the light of the information they could gather about both the trends of modern warfare and the steps being taken to preserve the peace. Problems of the use of technological developments for maximum social good, increased understanding of the ways in which technological advance comes about, and further understanding of the ways in which nations must learn to work together were all involved.

By January the class was launched on a phase of the study which ran parallel with other activities until June. As the group studied the needs of various countries both for defense and for trade routes and economic outlets, questions regarding the backgrounds of present territorial allocations repeatedly arose. How had some of the more important colonial possessions been acquired? What right did any country have to rule others in this way? Why were such polyglot groups found in certain sections? Under what conditions can a nation feel justified in demanding land now possessed by another? What effect do past events and backgrounds have on present demands and antagonisms? What basic human needs underlying the demands of nations need to be taken into account in considering ways in which they are willing to work together? The import of the last two questions, which was only partially sensed by the group, was sharpened by Mr. Gilbert as they made plans to look into historical backgrounds as they bear on problems of desirable defense and economic necessities.

This aspect of their study drew heavily upon world history back-

grounds with special reference to the European nations. The emphasis, as in other phases of the study, was upon understanding facts as accurately as possible, on appraising problems in the light of these facts, and on drawing tentative conclusions regarding the needs of people and the ways in which these needs can be met. Of major importance was the group's growing awareness of the paucity of reliable information. Textbooks disagreed on the interpretation of trends and sometimes on facts themselves. Often items which the class felt to be needed to throw light on an event were completely lacking. Current information, if anything, was even less satisfying than that which was available for the years prior to World War II. Some previous generalizations about the influence of instruments of communication and their value in building international understanding were expanded and refined.

America's position on territorial demands was studied and previous information and judgments about local problems were tested in the light of findings from study of other nations. The class followed with interest the meetings of foreign ministers but placed their emphasis on studying what was available to explain the recommendations being made rather than on attempting to pass judgments or suggest policies. They came to the close of their year's work in this area with deeper convictions as to the complexities of international relationships, heightened understanding of the common problem faced by all groups, and a greater sense of the need to withhold judgments until all facts can be made available.

In carrying the work forward the activities of the three-hour core period were varied—at times the entire period was given to planning, at others to reports and discussion, at others to individual and group study in the classroom or in the library, at still others to a combination of one or more of the types of activities just mentioned. At times Mr. Gilbert was the major resource person for the group, at others the librarian or other teachers with special abilities came to the classroom, at still others individuals or small groups went to the appropriate laboratory for help on a given aspect of the study. As specific skills were needed in the development of the study they were made a part of the core program, were referred to service courses which individuals were taking, or were made a unit of individual study in clinic or laboratory, depending upon how

universal the need was and where help could best be given. For part of the year this study was central. At times work on it was deferred for a day or more while immediate concerns were considered—a request of the student council, an impending party, a situation in the immediate community of concern to the group. At other times a part of the three-hour period was given to parallel interests which also demanded extended study.

*Need for Reliable Information Leads to Study
of Instruments of Communication and
the Molding of Public Opinion*

Parallel with the first stages of the foregoing major enterprise was a short but profitable study of sources of information. It began when the members of the group came to a heightened realization of the shortcomings of the newspaper as a means of securing reliable data. As magazine and other current sources confused facts and opinions, gave conflicting facts, or appeared to place emphasis upon only one side of the question, the group reviewed and extended learnings in this area. Previous experiences had built sound techniques of reading newspapers for most of the group, but their acquaintance with other sources of international information was slight. At the suggestion of Mr. Gilbert they wrote to the information agencies of the various governments officially represented in this country asking for current publications, and for the rest of the year they were on several mailing lists. To make comparisons they also contacted the State Department to find what this country made available to its citizens and to other nations. Various magazines and current bulletins issued by national groups or such groups as the Foreign Policy Association were also studied with more critical eyes. Here the library made a fundamental contribution to new techniques, as few in the class had built adequate skills for locating current articles of the magazine and pamphlet type. They also built additional skill in locating the biographical details they felt were necessary for the interpretation of a writer's point of view. They had, when in the eighth and ninth grades, spent some time considering the purpose of propaganda and the ways in which it can be most effective; but this too was given further attention as they compared the materials put out by various national groups, noted the

effect of changed headlines or phrasing upon the total impression given by a newspaper article, and appraised the effectiveness of the representation of their own country in State Department bulletins.

In the spring, when textbooks proved inadequate in giving needed historical backgrounds, previous understandings about the use of instruments of communication were tested and expanded. At this time a number of the group who were studying the historical novel, as part of a year's service course, pointed to the value of the literature of a nation as background for interpreting its history. With the help of the teacher of this course and the librarian this small group built up a reference collection which was used by the whole class. The interests of the tenth grade in turn influenced the course on the novel when the class members who were taking it raised problems about the folklore of nations and encouraged the entire group to explore that area. While this study was secondary for the tenth grade it proved very rich for those in the English group.

Mr. Gilbert, concerned that the year's study lead both to increased sensitivity to the problems of understanding other people and to growing ability to use a wide variety of sources in building that understanding, encouraged the students who were securing special help in art, music, and physical education to discover what contributions those areas might make. Other members of the class joined with these students and the result was several days of reports and demonstrations of typical art, music, and dance forms of other lands. Because of the demands of other aspects of the study this phase was not investigated in great detail; but enough was done to build further awareness of the variety of forms through which it is possible to gain and give information and show interrelations between the problems of a people and their art, music, and literature.

Understandings Are Extended Through Service to the Community

In November a student council activity led to a short but intensive parallel study. The city council was considering the building of a community recreational center. To appraise the needs of the young people of the community, the two high schools offered to make a survey of the present recreational facilities and needs of all

school children. Questionnaires were prepared, one to be sent to each family with children under twenty-one years of age. In deciding to encourage the council to enter upon this study, teachers saw, in addition to the values of taking an active share in a community enterprise, opportunities to help learners grow in their awareness of human needs for relaxation and balanced satisfactions in living. They also saw possibilities for further growth in ability to set up a problem, collect needed information, and interpret results. Although the councils of the two high schools jointly carried major responsibility for the planning, every class had some share. Each class was asked to discuss and criticize the questionnaire. First reactions of the majority of the tenth grade working with Mr. Gilbert were that if they found what active games people wanted to play, whether they wanted a swimming pool, and what facilities for social dancing were available, all needed information would be collected. The fact that lack of time and money to seek recreation was a factor to be considered had not occurred to them, nor had the effect of crowded living quarters and the community's shortage of parks. In addition, those parts of the questionnaire regarding the use of present community resources opened new understandings of the variety of ways in which provision is made for the welfare of a community. Discussion also increased understanding of the importance of being able to provide for the needs and capacities of different ages, of the value of being able to find satisfactions through the use of aesthetic resources, of the importance of being able to engage in a variety of activities to secure balanced satisfaction in living, and of the necessity of considering the needs of the majority in such an enterprise.

As the questionnaire and plans for the survey were discussed, understanding was built as to the importance of accurate information, of the background data needed to interpret facts correctly, and of the problems of proper sampling to secure reliable information. Accuracy of wording in the questionnaire was discussed by all and final editing was done by the members of the writers' course. Plans for canvassing the neighborhood involved discussion of the way in which to approach people as well as the need for favorable publicity ahead of time. The latter was the final responsibility of a council committee but suggestions came from all classes. The tenth

grade, fresh from contacts with the newspaper as a source of current information, stressed this medium.

"At least one poster in each school"

"No, the newspaper would be better"

"Especially if they'd write an editorial—that's the place to push for good ideas."

"But get the details in the news and ask them to be sure to get it right so we'll be expected."

"What about our own paper?"

"Yes, and the ones in the elementary schools. If everybody tells their parents"

Other activities went along regularly as this special job was done. Part of it coincided with a period in the study of territorial demands which called primarily for individual and committee work to collect information. Time, at that point, was budgeted to allow for work on both problems. For several days the entire morning was devoted to extensive discussion to give critical appraisal of the questionnaire and to lay plans for their share in the canvass. When the major study reached a point at which group discussions were needed to move ahead, the morning was divided between the two studies. A careful long-view plan for each study helped. Within the larger block plan the scheduling problem was mainly one of arranging for needed committee meetings and designating a point at which those committees were to be prepared to report back to the group. Normally the last fifteen to thirty minutes of the morning were set aside for considering progress, next steps, and the schedule of activities for the following day.

It was January before the reports on the questionnaire were sent back from the council. A mathematics class undertook the tabulations. For the tenth grade the findings had significance as they gave added information about the needs of their own community. Several children whose backgrounds were most limited with respect to socio-economic problems and four others whose interests were very definite along this line spent a series of laboratory periods following up a number of specific questions. For several other classes the very graphic picture of a small slum section in their community led to detailed studies. A ninth grade decided to find more about what modern science can do to provide for inexpensive housing. A

twelfth grade already concerned about the problems of full employment sought more information about the income levels of the groups which reported the greatest lack of facilities.

Effective Means of Communication Is a Recurring Interest During the Year

A study of plays and play production which was a parallel interest throughout the year did not demand an even time distribution. At points it was almost dormant as other problems demanded more attention; at others it was worked on intensively. The total study was more nearly a series of closely related units each having its own culmination, in contrast to the study of territorial demands which took the full year before any satisfying conclusions were reached.

Several factors affected the development of work in this area. As eighth graders the group had experimented with dramatic forms in assembly programs and had found this medium a very satisfying means of expression. In the ninth grade several who showed special talent and interest elected a course in the drama. From time to time they reported their most interesting experiences to the rest of the group. Because of the needs of the majority in the drama group, the radio and motion picture as modern dramatic forms had been touched upon only enough to draw general comparisons, and the members of the group who had had the experience were eager to find some way to go on with their study. This interest was apparent when the class laid out plans in the spring and again in the fall, although not so universal as concern about foreign policies.

Mr. Gilbert, knowing that the group as a whole had not had any extended experience with aesthetic forms of expression and that they had equally limited backgrounds from which to appraise the dramatic possibilities of such instruments as the motion picture and radio, recognized the contribution that such a study would make to balanced development. However, he hesitated to have the entire class decide too quickly upon a purpose that was vital to only a few. Plans were accordingly laid for the small group who were most interested to outline the questions they especially wanted to consider. It was agreed that these would be presented to the class as a whole as a possible basis for study and that final decision would be withheld until that time.

Impetus was given to the study by documentary films used in connection with the early phases of the problem of territorial demands. The drama group, even from rather limited background, were able to point out several major weaknesses in the films and raised many more questions than they could answer. Radio forums as a means of influencing public opinion and the effectiveness of dramatic forms as against other methods of disseminating information became topics of increasing interest as the study of sources of information in relation to foreign news went on apace. In addition, the class decided on a short play as their contribution to the school assembly, and again those who had somewhat more background raised searching questions as to the effectiveness of the production. The resulting questions, now expanded to include several regarding the merits of these instruments in molding public opinion, were recognized by the entire group as related to their problems and an important area of investigation.

The first large enterprise was the assembly play. All had a hand in helping draft the script and later in the details of production, lighting, and costuming. Where questions hinged on technical aspects of lighting and sound effects, Mr. Gilbert was the chief source of help. The teacher in charge of the drama course met with the group at regular intervals when dramatic form was under consideration.

From this point the class turned back to their initial concern with radio and the motion picture as related to dramatic form and to the dissemination of information. Three groups were formed. One was concerned with the effectiveness of documentary films. A second studied the methods used by a selected group of radio commentators and forums. A third, more interested in the aesthetic and recreational side of the drama, undertook a study of a variety of popular programs and attempted to discover what makes a good motion picture. Background reading, together with the pooling of personal opinions and actual contact with selected films and programs, led to the establishment of tentative standards and the identification of effective techniques. These conclusions were then tested in reviewing new films and programs.

Community relationships and contacts with other parts of the school were frequent in this study. To secure a list of popular films

and programs and some firsthand opinion about them the group interested in dramatic productions used a modest questionnaire on a sampling of their own high school population. The results were tabulated, analyzed, and checked against other available data. An interview with the manager of the largest motion picture house provided much information about Class B pictures, standards of production, buying on a circuit, and ways of testing audience reaction. The entire class spent several sessions at the local radio station watching the production of plays and questioning the technical and acting staffs. The local news commentator and a member of the community who had recently appeared on a radio panel came to the school to provide more information. The group concerned with documentary films spent some time with the instructor responsible for the visual aids center for the city schools, examining the kinds of materials available. Through the year, with Mr. Gilbert's help, this group previewed and helped to select the films most suitable for their other class projects. In addition, they did some visiting of other classes to see other types of films being used.

Group membership in these enterprises was shifting. Although each student had primary obligations to one group, he was welcomed as a participating observer in others as long as his own obligations were not neglected. When an experience, such as a new and worth-while community contact, seemed important for all members of the class preliminary plans were laid by the group directly responsible, then shared with and checked by the entire class so that all could take part.

Throughout this study major emphasis was placed on effective communication with others, on ways of molding public opinion, and on dramatic effect in relation to these, rather than on the scientific aspects of the problem. This class, on the whole, did not possess the scientific background which would allow them to go very deeply into the latter phase without extensive additional study. In view of the complex nature of the problems already under way such study did not seem advisable. Mr. Gilbert satisfied the immediate desire for such information and provided for future meeting of the need in several ways. First, with the help of the various technical experts contacted during the study and five members of the class who were taking advanced work in science, he gave simplified explanations

of the technical problems most seriously needing consideration if there was to be understanding of the adaptations in production demanded by the medium used. Second, in helping individuals decide on service courses for the spring term and the following year, he advised several other members of the group to enter classes which would build scientific backgrounds. Third, he indicated in his records summarizing the year's work the need for further experiences to develop ability to deal with natural phenomena and technological resources and discussed this recommendation with the class. As a result they went into the eleventh grade sensitive to their inability to bring any depth of scientific understanding to bear on current problems and desiring further experiences in this area.

All read widely in connection with the various aspects of this study, both to secure needed information and because of growing interest in drama. In selecting suitable materials help was received from the librarian, the class members who had or were having contacts with the service course on the drama, and the teacher who worked with this group. As the work progressed some of the students branched from a study of the problems of dramatic form to writing essays, editorials, and short stories for the school paper, testing in a new field what they had learned about molding public opinion and audience reaction. Help on this was provided partly through the core program and partly through the writing clinic.

In the early spring while a week of opera was given in the community many of the class availed themselves of the opportunity to become acquainted with another art form and spent several periods with the specialists in music and physical education following up questions relating to music and the dance. Here again detailed study seemed to make too great a demand on an already full schedule.

In the late spring, as the study of historical backgrounds drew to a close, Mr. Gilbert encouraged the study of another important aspect of the problem of appealing to human emotions and molding public opinion. The field of advertising seemed so closely related to this problem and so important in its effect upon everyday living that he felt it was appropriate to help his group see the relationships. As they turned from the practical problems of using varied means of communication to more general discussion of the effects

of different types of appeal he raised the question of advertisements. How many of the same appeals were used? In what way? Could the class use the conclusions they had reached to help in interpreting advertisements? What is the relationship between the radio program and the advertising interspersed? This was a topic which in the past had been considered from time to time by the members of this group as problems arose; but it had not, up to this point, been placed in relationship to as many other means and reasons for appealing to human desires, prejudices, and emotions. For the last six weeks attention centered on review and analysis of the appeals used by the advertiser. Economic concepts entered into the study of advertising at this time only in general terms as the cost of advertising was touched upon. In general, group attention continued to center on identifying the type of appeal and the reasons why it was effective. At the end of the study a series of recommendations was sent to the poster committee for all-school activities, which had asked for new ways of arousing interest.

Providing for Needs Through Service Courses and Laboratory Activities

What were these students doing during the other half of the day? How were the activities of the remaining half of the day guided so as to make for effective total growth? The organization of the remainder of the day has already been indicated. The students normally elected one or two service courses. Another period was spent in laboratory activities, some lasting for the entire semester or year, others of shorter duration—working in a clinic, in a studio, in a directed reading program, in special library activities. Since service courses met only three or at the most four days a week, schedules also allowed time for physical education and for library work other than that carried on in connection with the core.

Guidance in the Selection of Service Courses

Part of the guidance process has been shown. Always in the early fall, at mid-year, and again toward the close of the academic year, each student met with his homeroom teacher to appraise progress, review general plans for the year, and discuss desirable next

steps in the light of indicated needs. At these points decisions were reached as to elective courses and laboratory and workshop activities. The selection of courses was made with a variety of factors in mind. One was to allow each individual opportunity to specialize in one or more areas of genuine talent or interest. Several of the members of Mr. Gilbert's group were doing advanced work in art and music. A number were working in the field of the language arts. Six, looking toward college requirements, were in their third year of foreign language study while several others were taking the initial courses which gave acquaintance with the cultural backgrounds of the country, including its literature in translation. Three of the girls and one of the boys were on the way toward specialization in home economics—the boy through a vocational interest in hotel management. Business and vocational education drew a number who looked toward commercial work after graduation from high school. Advanced classes in mathematics were undertaken by two of the young "scientists," a number of the business education group, and several who found the same personal pleasure in figures and formulae as did some of their fellows in music and art. The various offerings in the field of the social sciences provided special study for those who found that the work of the core program did not allow enough time to explore related areas in detail.

Shortages and weaknesses evidenced in previous experiences, seen in the light of the present core program, also influenced decisions regarding the selection of service courses. Two of the boys who found it difficult to deal with the equations needed for their study of chemistry were advised to take special work in algebra. Several who, during the first semester's work on drama, showed little depth in their appreciation of literature, were encouraged to join a second semester class in which wide reading of both prose and poetry was the center. Selection of the course built around international problems and involving considerable world history, for example, was not recommended as an elective for many of the tenth grade at the close of the year because of the extended experience provided in this area by the core. Two students, however, who were especially concerned about securing insight into world problems did elect it for their eleventh year program.

Providing Advanced Study for Individuals Through Laboratory Contacts

Beyond the major service courses in which from twenty to forty students were normally enrolled, provision for greater specialization was made for individuals or small groups through the laboratory and clinic periods. Much more individual attention was possible in this setting and even more flexibility as to problems attacked and ways of working. Teachers consulted with groups or individuals as needed but a regular daily schedule was not necessarily carried out. Only three members of the tenth grade were engaged in such advanced individual work—a student with special musical ability, a second equally gifted in art, and a third who was seeking special help with problems growing out of having major responsibility for the management of her home. If this class could be followed as they progressed into the eleventh and twelfth grades more individual work of an advanced nature would be in evidence.

Meeting Short-Term and Remedial Needs Through Laboratory Contacts

Evaluation from day to day, both in the light of the demands of the core program and in terms of problems faced in service classes, indicated other needs which were met through clinical or laboratory experiences. Much of the help on fundamental skills needed by the several members of the group was given directly in the home-room. However, from time to time many individuals and a number of groups visited the speech or writing clinics—for general remedial help over a semester, for short-term help on difficulties, for advice on a technical problem in relation to some special project. Other clinics and laboratories, as indicated when the organization of the school was described, served similar purposes. Individual work continued until the weakness was overcome or the special problem solved. In addition, these periods served to give special help on technical problems arising in the core program. The group needing help on recommending historical novels went to the library, to their literature class, and to the teacher in charge of the reading and writing clinic. As technical problems in science arose small groups went back to clinic or service course to work out solu-

tions. Specialists in music and art were turned to in the same way when help was needed on the characteristic art and music of other lands. The homeroom teacher assumed responsibility for laying general plans when these needs arose and for keeping, with the help of teachers of service courses and the individuals in his group, records which would give a clear picture of their experiences and growth through such activities.

These were the activities for the year. Although the work drew heavily upon persistent problems involving social relationships, economic-social-political structures, the use of intellectual powers, and aesthetic satisfactions, there was also need for consideration of problems of moral choice and responsibility, health, the natural environment, and the technological world. Were it possible to fill in the preceding outline of the year's work a number of day-to-day problems now only hinted at would appear. Subject matter areas—the social sciences, the natural sciences, mathematics, music, art, home economics, physiology, the language arts, and foreign languages—were all used. The skills demanded for effective use of intellectual powers continued to be built. Cooperation in a piece of research, finding new sources of reference, writing a play, writing and making reports, discussing, asking questions of community members, calculating the proportion of exports to imports in various countries, drawing maps to scale—these are only a fraction of the needs. Individual, small group, and class concerns all had their place both through activities during the core program and through special periods in the afternoon. Programs were differentiated in the light of individual needs but planned to provide for balanced growth, for capitalizing on special strengths and caring for weaknesses. To tell the whole story the activities of this year would have to be seen in relation to the full sweep of elementary and high school experiences. Teachers of these children in the lower grades built the understandings that were utilized and expanded here. Teachers of the next two high school years continued the process. Those to whom these pupils went for special activities opened other areas, provided opportunities to explore more deeply, and supplemented the activities of the core. All must be seen together and in the perspective of twelve years of growth to give the total picture.

Life in a First Grade¹

How do the understandings used and extended by the high school youth in the tenth grade just described begin to develop with little children? Most have their roots in very early childhood. Persistent life situations are not met for the first time at the age of five or six. Teachers of very young children also build from what is now present toward increased understanding and competence in the light of the nature of the problem and the maturity of the learner. In the pages which follow typical experiences through which first grade children and their teacher might deal with persistent life situations are described.

The Children, Their School, and the Way They Work

Miss Miller's first grade is made up of thirty children. They live in a town of about 8,000 population. Fifty miles away is the nearest large city. The community is a center for the truck farmers within a radius of about thirty miles. Branches of larger industries—a deep freeze plant, a firm specializing in plastic novelties, a chemical concern—provide other occupations. Neither extreme poverty nor great wealth is present.

The school is one of four elementary schools. It is small, containing one class in each of the eight grades. There are no kindergartens in this system. The building is new and well equipped. Classrooms are large. The first grade room has ample space for the tables needed for thirty children, a workbench, a library corner, a clay table, a play corner, a piano, and adequate space for rhythms or for small groups to gather to read, to plan, or to carry out other group activities. Needed supplies and equipment are readily available but classrooms are not overstocked. A petty cash fund makes emergency purchases possible as the work of the year develops additional needs.

Classrooms are organized on a self-contained basis. A teacher with specialization in music and another who combines a strong science background with special preparation in home economics serve the four elementary schools as consultants. Each school has a

¹ This section was contributed to and reviewed by Miss Edwina Deans, School of Education, University of Cincinnati.

librarian and every two schools share a nurse. The classroom teachers, like those in the school attended by the fifth grade described earlier, have complementary strengths. Miss Miller has sufficient musical ability to meet most of the needs of her group and in addition possesses considerable talent and interest in several other areas of aesthetic expression—the dance, creative writing, and a variety of graphic art forms.

The children range in age from five and one-half to seven. This is the first year of school for all but four. Two children who transferred from other towns attended kindergartens. One other was ill at intervals during most of the previous year and parents, teachers, and principal felt that a second year with the beginners, who would be learning many of the techniques of living and working together, of handling materials and solving problems, would be a more satisfying experience than that of trying to fit into a second grade where many of these abilities were already somewhat advanced. The other child remaining with Miss Miller for the second year was one of the youngest children in the room a year ago, very small physically and with less than average coordination, shy with others, and from all evidence only of average intellectual ability. Here again the less mature children of the incoming first grade seemed likely to provide more security and a better learning situation.

Within the group there is a typical range of ability and maturity. Throughout the year the usual problems of learning to get along with others, finding how to plan and to fit into the plans of larger groups, learning to take responsibility for various aspects of one's living, arose in different individuals with various degrees of seriousness. For several of the least mature they remained major problems during the entire year.

The nature of experiences and their organization reflect the same basic principles which guided the work of the older children whose activities have been described, but with the adjustments called for by the immaturity of six-year-olds. "Units of work," or unified experiences, growing out of the daily life situations faced by the children are in evidence but in general are of shorter duration. However, for the group to return from time to time to the same or to related aspects of a problem is not uncommon. Over the entire year, for example, they continued to seek experiences in the lan-

guage arts as a means of self-expression. Story-telling, listening to stories, and later reading them continued throughout the year. Sometimes this was the focus of intensive activity as the group cooperated in preparing an illustrated book about their summer vacations or contributed to the school paper. At other times stories were secondary to other things. Throughout the year the playhouse constructed in one corner of the classroom was another focus of recurring interest. At first all turned to problems of construction, decoration, and arrangement of furniture. After some dramatic play shared by the entire group the playhouse became a source of satisfaction mainly for the immature children, who continued to use it for many play activities. Later it was the chief stage property for group dramatizations—furnishings and decoration being adjusted to needs. For a time in the early spring it was rebuilt into a post office so that the class mail on St. Valentine's Day might be properly delivered.

Fundamental skills develop, as they do at other ages, out of the ongoing activities of the children. Here, as at other levels, practice in skills becomes part of the program as the need is recognized by teacher and learners. Here, as with older children, daily life situations provide much effective practice. Captions need to be added to pictures, names signed to bulletin board lists, notices put up for committees, announcements sent to other classes, stories put on paper—all these demand ability both to read and to write. Ability to explain directions to others, to make a point in a group, to explain the object brought from home, to ask a question, to communicate for many other purposes, was needed constantly. Planning, budgeting time, and using effective methods of work came into the picture daily as the children decided how best to carry out activities, learned to keep equipment where others could find it, carried plans through to a conclusion, evaluated how effective plans had been.

The general organization of the program reflects the needs of younger children for rest and relaxation, for physical activity, for nutrition at more frequent intervals, for opportunity to learn to work with other children as individuals or in small groups, for time to complete a project at one's own pace. Normally, group planning was the last activity of the day. This meant that children came in

the morning knowing what they planned to do and needing only individual conferences with Miss Miller to get started. On a typical day the first hour in the morning would be a work period providing for individual or small group activities, sometimes related to an ongoing group study, sometimes used for the special interests of individuals. A group conference to review what had been done, to come to any needed decisions, and to give suggestions as to next steps usually concluded this work period. Midmorning lunch, one or two less strenuous activities (music, stories, individual reading), rhythmic activities or active play, and a time for rest took up the middle of the morning. About the last three-quarters of an hour in the morning and a somewhat longer period in the afternoon provided two other large time blocks in which individual and group activities could be undertaken. Until a degree of independence in reading was reached time was found to help small groups having about the same reading needs. Groups needing definite guidance in developing number concepts came together in the same way from time to time. Activities built around group projects were often undertaken—group records written, measurements made, a note composed to parents, calculations of how many vegetables to be cooked for the school lunch, science experiments, and many others. In addition children found time for further individual work with paint, with clay, with books, with gifts to be made, pictures to be drawn, or puppets to be constructed. Play or rhythmic activities and time for rest were a dividing point again in the mid-afternoon, and the planning session which has already been mentioned closed the day.

Contacts with other parts of the school and with the community were as numerous for these children as they were for the others. They wrote for the school paper, managed the Lost and Found Department of the school, shared in assembly programs, visited other classes and in turn were their hosts, purchased supplies in the school store, shared in keeping the halls attractive by taking charge of the bulletin board outside their classroom. Parents came to help with school activities. Children brought objects from home to share with their friends. The new building being constructed a block away, the community clean-up week, the articles in the near-by store, all became sources of experience.

Experiences Through Which Persistent Life Situations Were Faced

What were the everyday concerns of the children in this first grade? What were some of the experiences through which they faced the persistent problems of living? The activities which follow are grouped around the persistent life situations to which they made a fundamental contribution, using the divisions given in the analysis in Chapter V as the basis of the description. One experience in this grade, as in any other, contributes to many persistent life situations. The experience is described under the section to which it makes its first major contribution and is referred to in others in which it also plays a part. Here, as with the tenth grade, space does not permit detailed description of the way in which the experiences were developed or of the teacher-child relationships which the story of the fifth grade at work tried to portray. And with younger children the problem of giving a picture of the year's program is complicated by the wide variety of activities undertaken for relatively short periods of time, by the number of different concrete experiences provided for individuals and groups within the framework of one activity, and by the amount of incidental teaching in the course of day-by-day living which makes a fundamental contribution to growth. It is difficult within a limited space to show the full range of the program and its changing character as the children grow in power to delve more deeply into a problem and continue their study of it over a longer period of time. These are factors which the reader is asked to keep in mind in considering the pages which follow.

Health Needs Are Part of Many Experiences

As the children from day to day carried on accepted practices and were given simple explanations as to the why behind these practices, understandings and competencies basic to maintaining good health were built. They learned to relax during rest periods. The mid-morning lunch built other understandings related both to social behavior and to health. Problems of toileting, of washing hands, of drying them well to prevent chapping, were prominent at the beginning of the year. The drinking fountain outside their door

demand skill both as a technological resource new to most of the group and because of the sanitary precautions needed. The box of paper tissues in Miss Miller's desk encouraged new understandings of the purposes served by a handkerchief.

Necessary adjustments in classroom facilities to protect health led to still other understandings. Although the ventilation and heating were centrally controlled each teacher needed to watch the temperature of her own room. The children were interested. By January several had learned to read the classroom thermometer and became self-appointed guardians of the room temperature. The children were encouraged to share in decisions as to when lights in the classroom needed to be turned on. When the library corner was arranged they helped to decide where the chairs should be placed so as to give the best light on books. How to sit when writing, when to pull shades to protect eyes from the glare of sunlight, how to hold books when reading, all became situations to be met. Finding chairs and tables of the right size for the very tall and the very small people added other learnings. Changes of weather brought questions of what clothing to wear, the need to remove wet clothing in the classroom, why rubbers are necessary, how to keep hands from chapping when playing in the snow. During inclement weather teacher and children together decided whether play periods should be out of doors. Games appropriate for very warm and very cold days were considered in mid-winter and again in the late spring.

Safety precautions led to other understandings. Individuals learned to use scissors, hammers, and other tools properly. How to hold these articles when walking and where they might be most safely stored were a part of learning to live together in the first grade. How to carry chairs safely was another item. The class took time to find what precautions should be observed in using playground slides, jungle gyms, and other equipment. More than one discussion was needed to establish habits of not jumping off the teeter when the child on the other end was still up in the air. Near the time of the first fire drill the children discussed fire drill regulations and why it is necessary to have fixed rules at such times. Traffic on the street corners around the school was heavy enough to demand a safety patrol and members of the patrol came to the first

grade to explain their jobs and to talk about what was needed by way of cooperation. The children also discussed precautions which should be taken on unpatrolled streets. The classroom was equipped with a hot plate on which the children did some cooking from time to time. As they helped with this they learned about the problems of handling hot pans, of placing such articles safely where they cannot be tipped over. Day-by-day events—a glass jar broken, someone running down the stairs, a bumped head caused by too many people at the drinking fountain, skinned knees as two children who raced down the hall tripped each other, ice in snowballs—gave many other opportunities for both direct and incidental teaching of safety measures.

Other learnings grew out of experiences associated with the nurse's office. Children who had been ill reported there on returning to school and children who did not feel well or were thought not to be up to par were sent to the nurse to be checked. In their discussion of the reasons for this the group were not able to understand much of the scientific background of disease control, but they did build some conception of the need to protect others from disease and of the importance of taking prompt precautions when there is illness. Why one should not come to school with a bad cold was a recurring question as children found themselves kept at home, away from the activities they enjoyed so much. A number of cases of chicken pox led to understandings of what it means to have a disease spread and the use of a quarantine. The yearly medical examination, first aid for cuts and scratches, inoculations of a number of the group, dental appointments at the school or through family dentists, opened other avenues of exploration.

Several children with special difficulties were the sources of other experiences meaningful both for the individuals involved and for the group. Three wore glasses and needed to be reminded of them from time to time. Two, on doctors' recommendations, took milk at mid-morning lunch. One with an allergy could not handle the pet guinea pig. One could participate in only a limited amount of physical activity. The children discussed these adjustments, not to gain much knowledge about the reasons for them, but to secure general understanding of the need to adjust to and provide for individual health needs.

In addition to the experiences just described, and many more like them occurring from day to day, a number of more extended activities made direct contributions to health understandings. Several times during the year the children cooked their lunch at school. This was a cooperative venture that reached far beyond the health field in the experiences it provided. The planning which preceded included some discussion of what kinds of food make up a good meal, why it is important to take a little of everything, what size of helping one should take if one is not sure he will like a certain food, what is needed by way of washing food and keeping it clean until it is served. The meals themselves added to previous understandings growing out of mid-morning lunch experiences—how fast to eat, what to talk about, whether to ask for seconds, what to do if you don't like the taste of certain foods.

Caring for Josephine, the pet guinea pig, added to health understandings as well as ability to care for animal life. Her diet needed balance too and the children, Miss Miller, and Miss Banks, the science consultant, studied what would be necessary. A menu was written and posted above her cage and the individuals who were responsible for her care followed it carefully. At this time the children discussed the needs of their various pets at home for food, water, baths, and adequate living quarters. *Our Pet Book* resulted, containing a picture of each pet and the child's description of what care it was given. Josephine's life and care written as a group effort occupied the first pages.

When the health examination was given another short study was undertaken to find out what the doctor did, what his instruments were for, what the examination consisted of, how the nurse helped, why their parents were asked to be present.

Provisions for growth in ability to meet emotional and social needs, another aspect of health, were so much a part of every activity and involved such sensitivity to the complex needs of individuals that brief descriptions can give very little of the picture. Many of the experiences that helped to build these understandings also contributed directly to more effective person-to-person relationships, to becoming a cooperative group member, and to building bases for moral choice and responsibility. Billy at the beginning of the year had no apparent way of achieving status in the group

except by punching others. Gradually he was helped to find ways of using his artistic talent and gift for construction to achieve the same ends. Shy little Janie was helped step by step to contribute to the group and to find friends who took her into their activities without overwhelming or dominating her unduly.

Special care was taken to help Marian, who wept when things went wrong, learn how to analyze the difficulty and make more constructive plans as to what to do next. Andy, who threw things when disappointed, was also helped to learn how to take more effective steps in getting what he wanted and to see why individual interests must at times give way to the plans of the group.

Paul, who dominated most group enterprises at the beginning of the year, gradually learned to adapt his plans to the desires of others through repeated experiences in which he was helped to think through the reasons why other children were beginning to refuse to work with him. John, who was extremely doubtful of his ability to succeed in any new area, was given freedom to explore a variety of media in situations in which there were no possible standards against which he could find his work wanting. He also was encouraged bit by bit to take on more difficult group responsibilities after he had succeeded very well in simple ones.

Miss Miller and Joanne's mother worked together to help her become more independent. Miss Miller helped her learn how to put on her own clothing and care for her own materials at school and her mother strove to give needed affection without answering unnecessary appeals for such help at home. In several cases parents, with Miss Miller's help, made provision for wider play experiences with other children after school hours, or for opportunities to take special friends home for meals or for play over the week end. Several mothers whose children were finding the problems of learning to play with the group most difficult formed a special play group for out-of-school hours.

Children who found that certain aspects of the classroom activities were difficult for them were helped to find other ways through which they could make contributions to the group. All were given help in overcoming weaknesses as they were identified, and all were encouraged to explore a variety of media to find satisfying means of self-expression. All, during the year, through wise guidance and

Careful planning learned much about how to carry out plans independently, to take responsibility, to make choices which considered others, and to overcome disappointments by planning how best to achieve purposes through other means. These are problems on which many years of consistent help are needed. They were not solved completely in this year. The decisions underlying the help given were made on the basis of careful consideration of the needs of each child. The problems of how best to meet social and emotional needs are not solved so simply and so quickly as these illustrations might seem to imply.

Intellectual Powers Develop from the Demands of Real Situations

To indicate the wealth of experiences calling for increased ability to make ideas clear, to understand the ideas of others, to deal with quantitative relationships, to use effective methods of work, is not possible. In this section only two or three of the year's activities are described to show some of the fundamental skills that were needed and the kind of learnings which resulted.

In the beginning, as was true throughout the year, the children varied greatly in the techniques and skills which they already possessed and the next steps for which they were ready. Several were already very competent in deciding what they wanted to do or in helping to clarify group purposes, foreseeing needed steps, and keeping them in mind over several days with few additional reminders. Others found it extremely difficult to stay by an agreed-upon plan for even one hour. Jackie, one of the least mature in this regard, would plan to help the building committee constructing the house, work strenuously with them, and ten minutes later be found giving unasked-for suggestions to the group making the wallpaper. Two or three were already able to read simple pre-primer materials and a like number at the other end of the scale gave no evidence of interest in or ability to work with any printed matter. A number could count accurately into the twenties, several could tell time, and reactions in daily activities showed some well-developed concepts of quantity and of relationships such as "less than," "more than," "half of," "as much as." Two or three had acquired the names of some of the smaller numbers but showed

very little understanding either of the quantities they represented or of what counting really means. Several expressed themselves clearly and without difficulty. Janie, partly because she found any contribution to a group difficult, relied mainly on a single yes or no.

Miss Miller met these needs as she found them in the everyday activities of the group. The early fall program gave every child opportunity to become part of the group and to find sources of individual satisfaction. One of the activities of the first few weeks was to explore the classroom. Lockers were labeled and decisions made as to what to keep in them. The easel, the workbench, the shelf of picture books were examined. The group found the blocks with which they later constructed their playhouse and learned how to put them together. They decided where to set up a play corner with the dolls and toy furniture that were available. They made tentative decisions as to where it would be best to keep certain supplies and discussed how many children could work at once at the clay table, the easel, and the workbench. Miss Miller gave much guidance for there were many points at which beginners could not foresee complications.

As a part of becoming acquainted with their new environment the children visited the rest of the school and talked with the principal, the secretary, the custodian, the special teachers, and some of the teachers and children of other grades. They learned to find their way to the playground, the drinking fountain, the lavatory. They found out about the boiler room, the gymnasium, the auditorium, the science and home economics laboratories. The librarian told them stories and showed them books. The superintendent of schools dropped by to say hello and explained some of the things he did.

The group talked about what they had done over the summer and together they built a vacation picture book, each child illustrating the experience or experiences that were most important to him. Souvenirs brought by various children who had been away from home over the summer provided a source of much conversation and an interesting exhibit corner—shells from the seashore, snapshots taken on a trip, an Indian drum, a bit of petrified wood, some stones from the neighboring lake, a snakeskin found when on a picnic.

The children began to experiment with the various opportunities in the room for individual activities—the easel, the workbench, crayons and paper, the blackboard, the piano, clay, blocks, and toys. They also shared in many other group experiences suggested and guided by Miss Miller—singing songs, listening to stories, experimenting with rhythms, playing games, telling stories. In addition, the needs of the school community soon brought the problem of opening the Lost and Found Department, which was their special all-school service, with all the planning that such an enterprise entails.

Within such a framework, during the first six to eight weeks, strengths and weaknesses were appraised and initial opportunities to develop more skillful use of intellectual powers were provided. As the year went on these ongoing activities continued to provide much additional practice. By January somewhat over half the class were receiving special help in reading, partly through small groups that met with a fair degree of regularity and partly through help with the reading needed in the other activities of the classroom. Group records, group and individual stories, notices, announcements, letters, lists, and later a number of simple books, were a few of these. In the same way small groups came together for special help with numbers. The Lost and Found Department demonstrated the need to count by twos, curtains for the playhouse called for people who could measure, children responsible for getting paper for groups working at their tables needed to know how many pieces to bring. Language experiences, both oral and written, also were an integral part of ongoing daily activities. So were experiences in planning and problem solving. Learning how to take part in a discussion, to present ideas to others, to tell a story, to describe an experience, to write an announcement, to listen to others, to interpret a picture, to use music or other art forms to supplement language, are aspects of making ideas clear to others obviously demanded by a program such as this. Here too, as needs arose, small groups gathered for special help—the builders of a steamship to see why yesterday's plans led to a quarrel this morning, several who found manuscript writing difficult but who very much wanted to learn how to write, three who enjoyed writing stories to receive help with their latest contribution to the school paper.

How do such needs grow out of an activity? The Lost and Found Department provides a good example. Careful group planning was needed at all points—to decide what information should be secured from the child who had lost an article, from the child finding an article, where to keep materials, how to label articles, how to keep paired articles together, who should take charge and for how long, how to make out an inventory for the incoming managers.

Plans for securing needed information resulted in the mimeographing of simple card forms planned by the children but written by Miss Miller.

LOST

What:

Where:

Date Lost:

Lost by:

Claimed by:

FOUND

What:

Where:

Date Found:

Found by:

Although the forms were filled in by those who lost or found the articles, the children in the first grade gradually learned to read the

cards and by the end of the year were able to tally the results of the year's work from the cards.

Fridays brought the need for an inventory before the Department was turned over to new managers. This meant being able to count and to read the inventory. Early in the year items were tallied opposite the name of the object beside which was pasted a picture to help non-readers identify it. The managers did the counting and everybody checked the tally. As they grew more adept with numbers the numerals were substituted. By spring the children wrote their own inventory on large sheets of paper. A typical inventory posted in the corner for the new managers read as follows:

FRIDAY INVENTORY

3 pairs of mittens
4 odd mittens
2 sweaters
2 caps
3 hair bows
1 knife

Need for publicity arose when lost articles were not claimed. This led to the writing of weekly notices.

We have six pairs of mittens
and three odd ones.

Come to Room 1 and claim
your lost things.

The First Grade.

Other notices included one announcing the hours when the Department was open, signs to show the helpers where to place objects, notices to the Parent-Teacher Association about objects found. As the year went on these notices became longer and the articles were more completely described. Regularly during the last half of the year notices were sent to the school paper.

At Christmas, and again in the spring, the children faced the problem of what to do with unclaimed articles. The Christmas collection was given to the Red Cross. The group decided to have the articles dry-cleaned first, and when the bill came they calculated, with Miss Miller's help, how much each child needed to bring

from home as his contribution. Collecting eight cents apiece and counting it to be sure that the sum was correct added other number concepts. In the spring they disposed of unclaimed articles through a sale. This involved deciding on the price of each article (clerks from the store came in to help), making change at the sale, and counting proceeds, to say nothing of making signs, sending announcements to other rooms, making price tags, and many other activities.

Cooking lunch at school is another illustration of the demands of an ongoing activity for the effective use of skills. Plans for the first lunch included stew as the main course. Lists of the vegetables needed to go into the stew were made and then the amounts needed were determined. This was early in the year and some of the calculations were done through the grouping of tallies—the children who were most efficient checking the process. Some of the questions to be answered were

One pound of meat will serve six people.

How many pounds will we need?

We need one small potato for each of us.

How many potatoes do we need?

We will need about one-half carrot for each of us.

How many carrots do we need? (This was done by having the children stand in pairs and counting the twos.)

The same processes were used to figure out how many loaves of bread, how much butter, how much milk. With their completed list they set out for the near-by store to make their purchases. The school petty cash fund allowed them to pay the bill and make change. The children then figured the cost per child—Miss Miller doing the calculating—and each brought the necessary amount from home.

Letters written to parents asking permission to stay to lunch, plans for various committees, the recipe for the stew, the list of vegetables needed, the final report of the lunch activity so that they would have a plan if they did it again, were among the most significant written language experiences. Oral expression was demanded at all points. The planning involved in order to purchase the needed articles, to cook the food, to measure and make place mats,

to have all committees complete their work so that everything was ready at once, need not be elaborated upon.

Telling and writing stories, writing letters, and later in the year giving puppet plays were other recurring activities which made heavy demands on intellectual powers. From the beginning both group and individual efforts had a place. Some of the records of special activities were fastened together to form large books and placed on an easel where all could read. Smaller books, typed by Miss Miller and illustrated by the children, were built out of the stories children dictated. In the beginning these dictated stories were often read to the group. Later in the year many children found they could read them for themselves. From time to time simplified versions of a story, mimeographed and stapled into small separate covers, were the basis of reading activities. During the year many group efforts were submitted to the school paper. As the year went on, letters also provided many other needs to learn to write. At the beginning of the year these were short and often accompanied by a longer dictated letter in which children could express more of their feelings. They wrote to a parent thanking her for the wallpaper provided for their playhouse, to other classes inviting them to attend the puppet play, to the librarian about planning a special story for them, to a second grade child who read to them, to Miss Miller when she was home ill for a few days, to the fourth grade thanking them for the invitation to see their rabbit, to the sixth grade asking for help in making bookcovers, to their mothers telling about a change in the school schedule.

From every activity undertaken during the year came like needs to develop increased competence in the use of intellectual powers. Miss Miller capitalized upon each situation faced and planned other opportunities to help her group become aware of similar needs. She taught through the situations which arose and provided for supplementary planned help as the situation faced and the maturity of the children showed that they needed it.

Responsibility for Moral Choices Is an Ever-present Problem

In the daily problems of living and working together were many demands for ability to make moral choices. Sharing materials with

others, sharing space to work, taking turns in discussion, being willing to do the job which is less interesting so that someone else can have a turn at yours, deciding what to do with the crackers left over at mid-morning lunch, and countless other situations called for decisions involving the modifying of personal desires for the sake of others. These were talked through and worked through by actual experience as the occasion arose. Peter, who did not care to relinquish his place at the easel, was helped to see that if others acted on the same basis he could not get to the workbench when he wanted to. Alice collected the crayons of several other children "in case she needed them" and found that her cherished plans to get the pictures hung in the playhouse could not be carried out because others had not had the materials with which to work in making the wallpaper. Bobby, holding three pieces of cloth because he could not decide which he liked best for his puppet, was helped to make the decision so that others could enjoy using the patterns he liked so much. Judy relinquished an opportunity to take the cracker left over on the lunch plate because "she had the extra one yesterday and it was so good somebody else should have it today." Ruth was helped to see the difference between taking an apple from the fruit basket at home and taking the apple which one of the children had brought for her mid-morning lunch. Dwight was helped to return to its owner the knife which had found its way into his pocket.

Writing to children who were ill, making gifts for parents, planning what would be the best entertainment for other children, deciding whether to write a thank-you letter for a service done, discussing the thoughtfulness of a thank-you letter written to them, discovering what services others in the school did for them, planning how to take their share in an all-school clean-up campaign, discussing the importance of running their Lost and Found Department to give good service to others in the school, added other understandings of the importance of thoughtfulness in human relationships. Here again actual experience, as the music specialist told them how much she enjoyed their note, as the child who was ill told what fun the letters had been, as the school paper commended them on the effectiveness of their Lost and Found Department, did most of the teaching. Miss Miller helped them to see what was in the experience and drew upon it when a like situation arose again.

Teasing children who were awkward in certain activities, applying thoughtless epithets to other racial, religious, and economic groups, calling attention to personal differences, became the center of other teaching experiences. "She won't care, her dad's just a janitor," "You're a wop" (used merely as a phrase to express exasperation with another child), "He's too slow to play with us," and other such expressions were dealt with as the occasion arose. We do not judge people from any one characteristic alone was the general tenor of the help given; we remember all the things they can do well; we like them because of what they are, not because of where their families were born or the church to which they go.

From the first, individuals were helped to see the importance of integrity in human relationships. Carelessness in putting materials back where you found them worked hardships on other people. Not carrying out your responsibilities for cleaning off your part of the clay table held up everybody else when a favorite record was to be played. Many materials were jointly owned, but if you wished to use those which really belonged to someone else you asked him so that he would know where they were. And what you borrowed you tried to remember to give back. The rules of the game cannot be changed in the middle; it may help you win this time, but next time it may work against you. Arguments could not be taken to Miss Miller if those reporting the dispute could not tell a fairly accurate story of exactly what happened. "Well he said . . ." and "Well I think . . ." were not acceptable. Disputes which did arise were settled so that agreed upon principles were made clear. What was the plan? Had both parties agreed to it? Why did the objectors think it should be changed? Was there anything to support their case? In the light of all the evidence what shall we understand as our agreement now? What does that mean in terms of the responsibility of each individual?

Questions of obligations to constituted authority were also numerous. Fire drill rules and the regulations of the safety patrol could be discussed but had to be followed. Other classes were trying to work as the first grade went to play. When they had voted to follow the student council's request for soft voices in the hall it was necessary to live up to this agreement. Miss Miller's warning that too many people at the easel would result in spilling the paint was

heeded only after those involved had taken precious story time to clean it up. Group decisions as to the use of the playhouse, what activities were best during free reading time, what share each should take in the Lost and Found Department, assumed the status of definite regulations lived up to by both teacher and children. A group has a right to decide how its members can best live together but if the decisions are to be of any help people must follow them, was the conclusion which the children gradually learned to live by even though they did not express it in such adult terms.

Sunday schools and churches supplied many experiences of a strictly religious nature. In the school celebrations of Thanksgiving, of Christmas, and of Easter, in grace before the mid-morning lunch, in talking about what they did in Sunday school, these children were helped to come to simple understandings of the meaning of these practices and to relate them to what families and churches were also teaching.

Resources for Aesthetic Expression and Appreciation Provide Varied Satisfaction

Helping care for the classroom in and of itself built satisfactions in daily work. The children learned how to keep their own lockers and tables in order. They took pride in attractively arranged lunch tables. They looked with satisfaction on the clean floors around their tables when they left for the night, on the polish of the clay table when they finished cleaning up after their work, on the attractive colors when the books on the library table were arranged. Caring for plants, sharing in decisions as to what plants would be most suitable for their room, helping arrange the bulletin board, and making many of the pictures that went on it and around the walls of the room, all added to growing consciousness of the satisfactions which can come from pleasant surroundings.

Satisfactions in dress and appearance were contributed to in the same way when bright colored sweaters were admired, clean hands for lunch commented on, combed hair given recognition. Early in the year the group discussed the need for hanging wraps up carefully and for wearing aprons or smocks when painting or working in clay. Without making distinctions that differences in economic circumstances could not overcome, Miss Miller helped the children

begin to take pride in items of personal appearance that were within the reach of all.

The playhouse added other experiences in providing attractive surroundings. Wallpaper was needed, they decided, and accordingly a group started to work with long rolls of wrapping paper. The curtains were attractive but not clean, neither was the dress of their favorite doll. Another small group took over here and the freshly laundered articles were admired by all. Furniture for the house was dingy from a year of use. With Miss Miller's help they repainted it. Arranging the furniture after it was painted, deciding what pictures were needed for the house, and a host of other like details all made their contribution.

Many resources for aesthetic expression were available in the room. It was equipped with a piano, two easels, a linoleum pad where children could paint on the floor, a clay table, a workbench, and the usual supply of paper, crayons, wool, scraps of cloth, beads, and the like. Reference has been made to the fact that children were encouraged to explore these media, given instruction as to how to use them, and provided ample time to work with them. This was at times individual work and at others a group enterprise. When the playhouse was being furnished a great many of the things produced were for that purpose. When the group began to make puppets and to build their puppet theater many of the media were used in this enterprise in which all members of the class shared.

The puppets provided many sources of satisfaction. "Bring anything you think will help us make one," they were told. "What things can you think of that would look like a head?" "What might we use for arms?" The resulting puppets constructed as each child used the materials he thought were most interesting unquestionably were the products of creative imagination. Producing their puppet plays drew upon a variety of media. Conversation was supplemented by narration, by group songs, by records which they thought were most appropriate, by choral speaking where several voices giving their favorite poems seemed needed for added effect.

Christmas gifts, Easter gifts, birthdays, valentines, led to other experiences. The variety of products from the workbench, the clay table, the easel, the wool, glasses, bits of cloth, and other resources available in the room are too numerous to list.

todian, helped to develop techniques of establishing effective working relationships with others. "He's busy too. Shouldn't we write him a note asking when he might be able to help us rather than go down to ask him to come right away?" "Have we all of our questions listed to send to Miss Varney so that she will know exactly what kind of help we want?" "Which one could do that the very best for us?" "It doesn't sound as if John had been very helpful; but is there any better way of telling him than just saying he is not any good?" "Could last week's Lost and Found helpers give us any suggestions for this week?" "Which teacher do you think might best be able to help us with this?" "When the nurse tells us we should stay home, why should we do as she suggests?" "Do you think your mothers might be able to help us with that?" Questions such as these—sometimes discussed by the group, sometimes made only as comments by their teacher, sometimes developed through experience and not expressed at all—added to competencies in adjusting working relationships to the capacities and needs of others, in deciding on what service to give and expect from others, in learning what guidance to give and expect.

Working with Others Demands Effective Group Membership

The activities of these children as a group demanded effective group membership at all points. From the beginning they were helped to plan together. Decisions were arrived at after all who wished to make a contribution had been heard, Miss Miller helping them to evaluate the various suggestions that were made. In the beginning it was difficult to take your appropriate share in the discussion and to accept and act upon a group agreement that had not been the one you wanted to have made. But experience showed that discussion led to many good ideas, that joint decisions even when they disagreed with your plans and wishes led to many satisfactory results, and that your proposals, too, were often accepted. Group plans were written where all could see, and as reading skills improved they were made use of without Miss Miller's help.

Leadership responsibilities at this age were short-term but none the less real. Decisions as to which child should take responsibility for care of the plants, who should be on the various committees for

preparing lunch at school, who should be responsible for the curtain in the puppet show, who should be charged with delivering the news to the school paper, which children should be made responsible for caring for Josephine, were carefully considered. Previous experience, other evidence of ability to do the job, former records of responsibility and willingness to stick to the task, were criteria considered in making decisions.

There was also need, from time to time, to decide when to join a group. Four people are needed to finish painting the library corner furniture and three others are going to wash and press the curtains for the house. Which group to join? Should you offer to help on the job you already know how to do or ask a new group to teach you to do the other? Several children are going to play ball on the playground and several others are going to the swings. Shall you go with your friends, even though you would rather be playing ball? If you promise to join the children who are finishing the pictures for the book about vacations what are your obligations to stay until the job is finished? When has a person a right to decide he isn't interested in the work of a group and to leave it for something else?

Enterprises which demand the cooperative organization of the whole class added much to other experiences arising from daily activities. The Lost and Found Department was one such activity in which many were involved. Those taking charge of the department relied on the children whose responsibility it was the week before for an accurate inventory. Helpers were appointed to see that children who claimed articles filled out the needed slips. Failure to check on this made trouble for the inventory committee. The cooperative noon lunches which have been mentioned in other connections were opportunities in which everyone carried committee responsibility. The class story, dictated after the first luncheon, read as follows:

Sally's mother came over to help. She put on the meat in water and salt in a big pot at about 9 o'clock. Then our committees started to work. The vegetable committee scraped the carrots and peeled the potatoes and cut them in small pieces. Miss Miller peeled the onions and cut them up for us. The table committee counted out the right number of plates and forks. Andy forgot to make his and the committee

almost left him out. They put a paper towel at his place. The sandwich committee spread the bread with butter and made sandwiches. They cut them in halves. The cooking committee took the vegetables to Mrs. Woods when it was time for them to go in.

About 11 o'clock Miss Miller helped the table committee fix the tables in a long row down the middle of our room. It was like one big, long table. Each of us had decorated our table mats and napkins and place cards to put at our places. When we had these arranged the table committee set the tables.

We washed our hands and listened to Barbara read a story while the serving committee served the plates and poured the milk. Then we all had lunch. There were second helpings too. Bobby said he would like to cook lunch at school every day.

After lunch we had a rest. The dishwashing committee washed the dishes and put them away.

Intergroup Cooperation Is Needed in Classroom and All-School Activities

Enterprises such as the one just described call not only for effective group membership but also for effective cooperative relationships among groups. As they worked together in this way the children learned more about the importance of the work of their group to the success of the total enterprise. Other learnings came through the various activities in which they worked with other members of the school. As the managers of the Lost and Found Department they had one source of contact. As they sent group contributions to the school paper, asked the owners of the school store if they could have a price list so that they could practice getting the right amount of money ready ahead of time, and prepared their part of the school assemblies there came other learnings. All their stories could not be published in the paper; other classes needed space. Their part of the assembly program must be only ten minutes in length as two other classes were sharing the half hour.

Intervisitation between classes was frequent and taught more about other parts of the school community. The fourth grade had the biggest map these children had ever seen. The third grade also had a guinea pig, but he wasn't fed the same way as Josephine. The sixth grade made some beautiful book covers and promised that they would do some more if the first graders wanted them. The second grade borrowed some of their books about trees to help

in a study they were making. The sixth grade also had puppets, but very different from theirs. They were invited to a puppet show and in turn put on one of their own.

The problems of coming to understand members of other economic, religious, and racial groups have already been touched upon. In the relatively homogeneous community to which these children belonged such questions were not dominant. Although these children repeated a few parental reactions, and did some of the usual name-calling, their acquaintance with other groups was not broad enough to make these situations very meaningful to them. Miss Miller helped them to build better bases for action where friends and direct acquaintances were involved but did little more. When books or pictures occasionally made reference to other groups she answered questions as directly as she could. "His clothes look funny to us because he lives in another country. He would think ours are just as funny. He needs them to protect him from the heat. What do we wear on hot days?"

Experiences During the Year Led to Acquaintance with the Natural Environment

Acquaintance with natural phenomena came both through incidental experiences and through several extensive studies. Problems of caring for the plants in the classroom, of learning how to mix paint and soften clay, of finding that wet paper tears easily and that glass jars do not make efficient hammers, that an iron bar is a better thing to try to swing from than a wooden broomstick, that snow and rain will chap hands, were among those regularly met.

Caring for Josephine called for other learnings. Did guinea pigs eat what rabbits ate or were they more like dogs? Children needed milk, why not Josephine? Was the cage too small? Didn't she need more room to run? How many times a week should it be cleaned? Should she be in the sunshine or in the shade? These were the questions raised by the children and, as previously indicated, their consideration resulted in a bulletin on how to care for Josephine which was placed beside her cage where all who helped care for her might read.

Why do our paints get dry was another question. With Miss Miller's help they investigated. Tall pans and shallow were set out,

each containing the same amount of water. Pans of the same size were placed in the sunshine, in the refrigerator in the home economics laboratory, on the radiator, on the easel with the paints, in the darkest corner of the room. Groups watched to see in which the water would evaporate first. Other groups repeated the experiments to be sure there were no errors. Careful records indicated dates and quantities of water and the results added not only to growing understanding of atmospheric conditions but to ability to make ideas clear, to understand ideas of others, to use quantitative relationships, and to use a scientific approach in the study of problems.

Outside the classroom was a large oak tree which intrigued all the children with its dark red leaves and many acorns in the fall. "Our Tree" became a source of interest and curiosity throughout the year. Its leaves were just beginning to turn when school opened in the fall. The children described the colors and compared them with other trees along the street. They examined the acorns and planted one which sprouted the next spring. As winter came on they watched the leaves drop off and sought help in finding why their tree had a few leaves left when the others were completely bare. As the outlines of the branches became clear they compared the tree with the elms near by and with pine trees in the local park. In the spring they watched for the first leaves and kept track of how fast they grew. "Why didn't they come out as soon as some of the shrubs around the school grounds?" they wanted to know. In the latter part of April a robin built its nest in the branches and the group added a study of bird life to their study of the tree. They could not see into the nest from their room as they were on the ground floor but the eighth graders who could see the nest from their room offered to help them keep their records and called them to the room from time to time and when baby robins were finally hatched.

After Christmas one of the boys brought a new magnet to school. While any understanding of the principles involved was out of the question, it was possible to determine which materials were attracted by a magnet and whether different magnets behaved the same way. Accordingly Miss Miller borrowed a bar magnet from the science laboratory and the children set about collecting the materials that they wanted to test, sorting into piles those which the

magnet attracted and those on which it had no effect. Time was taken to let all members of the group handle the magnets many times. To help them remember which materials they tested from day to day they built two lists. From the discussions of magnets and the materials they attract, attention moved to the ways in which other materials were alike. They had several kinds of paper in their room and they all tore more easily than cloth. Their nails and saws and the beams that held their house together were all metal and they all seemed to be much harder than wood. Clay was so soft you could mold it when you put water with it, but very hard and very easy to break when it was dry. Similar discoveries of the properties of materials were discussed from time to time as the year wore on.

Animals and insects brought into the room extended acquaintance with living things. Once in a while children brought their pets to school, and regularly invitations came from other classes to go to see new additions to their rooms. A pet turtle, a salamander, a garter snake, a rabbit, a family of white mice, were all examined by an interested first grade. In the spring a jar of tadpoles was brought by one of the fathers, and the children learned how to care for this very different form of life. The life cycle was again studied as they watched the development of a monarch butterfly contributed by another parent.

Mention has already been made of the health understandings that grew from watching the thermometer and helping control the heat of the room. Later in the year a thermometer was placed outside the schoolroom window and the children took great interest in comparing the two temperatures. For part of the winter they kept a weather map recording in picture form what the weather of the day had been.

Caring for plants in the fall was largely a matter of looking after those in the room and taking care of the occasional flowers brought in from family gardens. At Christmas individual children planted bulbs to be used as gifts. In the spring they decided to grow the salad for their last luncheon. The custodian built a window box for them and in it they planted lettuce and radishes, following carefully the directions on the packages of seeds. As their plants came up problems of thinning out the rows and of giving enough water were added. The result was a salad—two small lettuce leaves and

an infinitesimal radish—for every child when the last luncheon of the year was held.

A "Collections Corner" to which children brought interesting objects from home, found on the way to school, gathered during vacation, led to other acquaintance with natural phenomena. In addition the group built Question Booklets for the science specialist in which they placed such problems as "What makes it snow?," "Why does ice melt?," "What makes the thunder?," "What are the stars?" These booklets were from time to time presented to Miss Banks, who then made an appointment with the class to answer as many questions as she could and to tell them as much about their current collections as they wanted to know. Throughout the entire year these simple explanations and demonstrations of principles added richly to their knowledge of the world about them.

Technological Resources in School and Community Make Their Contribution

First acquaintance with technological resources came from the immediate classroom environment. Miss Miller took time to see that the children knew how to handle the catches on lockers, the drinking fountain, the saws, hammer, scissors, the electric light switch, and the various other tools and equipment of their everyday world. Some were already quite adept with most of these; others required considerable help.

A new building was being erected in the next block and Miss Miller saw in the children's interest in this development an opportunity to acquaint them with some of the tools and equipment of the building trade. Accordingly they went on a trip to see what was being done. Construction was just starting in the fall, and by making visits at intervals of about two weeks they were able to watch the entire process. The men at work did not have time to stop to answer questions, but Miss Miller could give help with many and Miss Banks with others. A record was kept of the progress of the building until the time it was completed, and samples of the materials used went into the collections corner as part of an exhibit. This study not only served to give some acquaintance with the function of tools and machines but added considerable knowledge of how people must work together, of the kinds of jobs that

need to be done, and of the health problems involved. The latter arose as they asked about the thickness of the walls, the solidness of the foundation, the ample basement, and the insulation which they saw being used.

Later, when the streets around the school were re-surfaced the children became acquainted with other machines and with a very different kind of construction material. This activity also resulted in a series of records as they could not be away from their classroom all the time and wanted some way of knowing what had gone on since the last time they had watched. Practical experience was added to observation in this situation as several, in spite of repeated warnings and cautious testing with fingers, walked on the tar that was being used and discovered first hand why it was good as a surface for roads.

Additional learnings came from shorter contacts with the machines important in their school. Their respect for the custodian grew as they watched him operate the furnace and the ventilation system. On several occasions they watched some of their class materials being mimeographed and on two occasions helped turn the handle to see what it felt like to produce the printed pages. They envied the facility of the school secretary still more when a typewriter was added to their classroom and they discovered how to write with it. When a plumber was needed to fix some drains in their lavatory they took turns watching what he did.

At the Christmas vacation several children took train trips to spend holidays with relatives and came back filled with new information and questions. This was a matter of general interest as few of the group had been allowed to spend much time at the railroad station. Miss Miller, therefore, made plans to take them during a busy time of the day when they could see various types of trains and engines come in. The station master made it possible for them to go through a Pullman car on a siding and had one berth made up for them.

Questions in this area were saved in question books along with questions about natural phenomena. Miss Miller, and from time to time Miss Banks, was asked to explain what the inside of an airplane looked like, how the water comes out of the tap so fast, why you can squirt water so far by putting your finger in the tap, why

turning a switch makes the lights go on, how the steam shovel working in a downtown excavation operates, what makes the school bells ring, and many other questions based upon the use of technological resources. The answers were simple, often in terms of what actually happens rather than in terms of why it does, but they were enough to arouse interest in the world of machines surrounding these youngsters and to encourage more questions as they grew mature enough to delve into scientific explanations.

*First Graders Begin to Learn About Economic,
Social, and Political Structures and Forces*

Social, economic, and political structures touched these children mainly through their families and through the immediate school community of which they were a part. Their own share in the school community and the ways in which they used some of the services offered by other groups have already been described. Although the school did not have a council which functioned regularly in the primary grades the younger children served on committees of the Student Council where the activities involved were of concern to them. Through this organization and through the much less formal committees and agreements arrived at in their own classroom they took first steps in learning how a community governs itself. Knowledge was extended beyond the immediate school community as they talked with members of the local fire department about the regulations they were expected to obey and when a policeman came to supplement some of the suggestions of the safety patrol. Late in the fall the governor came to lay the cornerstone of a new building and they learned a little about who he was, where he lived, and why he should be asked to come to their town. On Arbor Day the mayor spoke to each school and the children learned about his work and about the council which governed their city in much the same manner as the school council made decisions for their school. Some of the activities of the President were reported in the local paper, and they made general comparisons between his position and that of the mayor and the governor. Other than answering such questions as they arose, Miss Miller felt that the most constructive contribution to growth in understanding the processes of democratic government was to be made through

helping her class participate functionally in their own classroom activities.

Their community was relatively small and the school doctor and one or two other doctors, several of the more prominent dentists, a judge, two or three of the ministers, some of the owners of the local stores, the manager of the service station, and the plumber, were familiar figures. If not actually known by the children these members of the community were sufficiently a center of family conversation that the children had a general idea of the nature of the work that needs to be done in a community and the people who do it. Additional information was gained as they visited the various members of the school staff and as they took time to find more about the school doctor and nurse, the construction gang building the near-by house, and the road crew who surfaced the street. Several conversation periods about people who come to our house—the milkman, the mailman, the delivery boy, the paper boy, the man to fix the furnace, the doctor—helped to identify other community members. This question arose when discussion of how many people helped them in the school term turned to what other people in the community give help. Practical experience with carrying out the work of the world came as they brought their classroom activities to successful conclusions, or failed to do so, and in the resulting evaluation discovered certain vital jobs that no one had foreseen. By the end of the year certain members of the group still needed to be reminded of their work responsibilities, but many were reliable group members.

Standards of workmanship and the importance to the group of doing the job well were attitudes that were built from day to day as individuals and groups evaluated work done, decided on next steps, and tried to identify the reasons why certain jobs did not go as well as expected. Billy thought the central beam of the playhouse would be just as good if it merely rested on the walls and brought down several blocks on the heads of those inside. Paint not properly mixed caused blotches on the paper. Clay that was too moist was not good to work with. They learned to appraise the effectiveness with which they cleaned up after a job, to keep supplies in order as they removed what they wanted, to put scissors and tools back in agreed-upon spots so that others could find them.

Reminders in situations such as these were to be expected even toward the end of the year, but the majority long before that time could secure what they needed and start on the job to be done with a minimum of help from Miss Miller.

The children learned more about purchasing as they went to the store to secure the food needed for their first school lunch. Carrots were of two prices and sizes, they found, and potatoes were sometimes large and sometimes small. There was a difference in the cost of loaves of bread. How many more slices would they get if they took the larger loaf? Was it worth the difference in cost? While in the store they took time to look at some of the other merchandise available and to ask about objects which they did not recognize. The school store added other learnings as individuals shopped there regularly, and problems of cost, securing the right change, deciding what to buy were continuous. At the beginning of the year they visited the store in small groups and were told what it had to offer. Then as a class they discussed what their parents needed to know about it, whether there were any articles in it they really needed, and what arrangements they needed to make if they wanted to buy things there.

Vacation trips, letters from a classmate who spent the winter in California, and trips taken by various parents led to some questions about other parts of the country. These were usually the center of very short discussions—an object examined, some pictures shown, a brief description by Miss Miller to supplement that which was given by the child.

Deciding to give the unclaimed articles in their Lost and Found Department to the Red Cross led to some preliminary investigation of some of the services performed by that organization. Why could the Red Cross use clothing? Where would it go? Were there children who needed it? Who were they? When one of the mothers who was in the Red Cross came to collect the articles she told them more about the use that would be made of them. Children matched her information with stories about what their various churches were doing to give help at Christmas.

Their contacts with the school paper as an instrument of communication have already been mentioned. They used it to publicize the articles they had in their Department. Through it they issued

invitations to the members of the Parent-Teacher Association to look in on their storeroom. They sent news of their own class and found in the paper news of other classes. From time to time a special school policy would be written up as an editorial, or a special announcement made through this medium. Until members of the group were able to read the paper Miss Miller read it to them, selecting those parts that were of most interest and that had the most direct effect on their welfare.

Many more incidents would need to be described and many more interrelationships pointed out to make the picture of this one year complete. Both in the day-by-day casual contacts of this class and in the more extended periods of study built around a problem of concern to them there can be identified innumerable contributions to growth in ability to deal with the persistent problems of living. These contributions are not made at only one point and for a restricted period of time. Even within one year the situations recur, and children facing the problem anew are helped to draw upon that which they have learned from previous experiences. The insight is not so great as that developed with the older children. The conclusions are not so complete. Yet at this level fundamental bases are laid for successful day-by-day living as children grow and develop.

X

What Are the Tests the Curriculum Must Meet?

EVALUATION IS AN INTEGRAL PART of curriculum development. Curriculum development and curriculum evaluation must be continuous. As conceived in this study, curriculum development is never static; nor is sound evaluation something one does today, or periodically, but rather what one does in relation to every situation in which boys and girls are learning. Putting the curriculum to test means more than gathering statistics about grade achievement, skill attainment, factual learning. A curriculum which is based on life situations growing out of the needs, interests, and concerns of learners must necessarily be evaluated in terms of life activities as they are participated in from day to day by boys and girls, by teachers and administrators, by parents and employers. The real test of the curriculum is whether or not boys and girls are learning to live and work together in ways that have desirable effects on their lives now and as adult members of society. The test is whether the experiences of living and working together in school are reflected in home and community life in ways that make for the best society we can achieve.

Those who are concerned with appraising the quality of the everyday living of children and youth must be concerned with every aspect of the program which affects this living. Evaluation of the curriculum, then, must include first a consideration of the experiences with which boys and girls are being helped to deal. Second, evaluation must look at administrative relationships and school organization which affect the ongoing life of the school. Third, it

must view school-community relationships which also have their effect on the experience of children and youth. Fourth, it must look at our product—our children and youth as they carry on the activities of their daily lives.

Are the Life Situations of Learners Central in the Curriculum?

This volume has proposed that the curriculum must help each individual to become competent not only while in school but also when he leaves school, in his home and family relations, his work and leisure-time activities, his spiritual and civic-social life. The experiences with which the school is concerned in guiding learners are the complex situations of home, school, and community life seen in the light of the persistent life situations of which they are a part. Those who would appraise the degree to which the school is meeting this criterion must answer such questions as the following:

Are children and youth being helped to deal with experiences which stem from their interests, needs, and concerns of everyday living?

Do situations of family and community life which are of real concern to learners find their place in the curriculum?

Are needs about which learners are not articulate provided for?

Are both individual and group concerns and needs being provided for?

Are individuals being given the opportunity to extend their capacities and talents?

Do the curriculum offerings of the school provide adequately for all levels of ability—are the needs of all youth, college-bound or non-college-bound, being adequately served?

Do children and youth take an active part in the direction of their activities—in planning and evaluating their experiences?

Are the everyday experiences of children and youth dealt with in the light of the persistent life situations of which they are a part?

Does the curriculum recognize the changing and more complex aspects of the life situations children and youth face as they develop and mature?

Are children and youth being helped to see the relationships among the situations they face in home, school, and community?

Are children and youth being helped to see the relationships between their immediate experiences and larger national and world situations?

Are children and youth being helped to develop the competencies and understandings they need to meet new situations effectively?

Does each learner look upon his school life as being a satisfying experience? Does he feel that the school has helped him to make satisfying adjustments to his out-of-school and post-school activities—to such varied activities as further school life, work life, home and family life, spiritual life, leisure time, political and socio-economic life?

Is guidance being provided in the variety of recurring life situations with which learners are dealing and must continue to deal?

Are children and youth being helped to bring maximum individual capacities to life situations—are they learning how to keep well, mentally and physically; are they growing in power to reason and have they the intellectual tools with which to work; are they learning the satisfactions of aesthetic expression and appreciation; are they developing moral and ethical standards and the will to act upon these standards?

Are children and youth growing in ability to deal with situations which involve social participation—are they building wholesome relationships with other people; are they becoming effective group members; are they learning the techniques of intergroup action?

Are children and youth being helped to deal with situations which involve environmental factors and forces—are they growing in ability to understand and use their natural environment; are they learning how to use technological resources to serve human needs and welfare; are they coming to understand and work effectively with economic, political, and social structures and forces of the local community, the nation, and the world?

Do the Administration and School Organization Contribute to Maximum Growth?

Those who believe that maximum growth takes place only when all factors in the learner's environment have a positive influence will appraise the administration and organization of the school as

carefully as they will the experiences with which children and youth are being helped to deal. An administration or organizational setup which prevents or hinders teacher-pupil working relationships, or which denies full cooperation and participation of teachers, pupils, parents, and other community members, will seriously handicap even the master teacher and his learners from achieving many of their purposes. On the other hand, leadership which gives direction and support to teachers, parents, boys and girls, and interested persons in the community helps to develop schools which serve all the children and youth of that community. Evidences of positive leadership and effective school organization are many. They are not subject to statistical count nor to any other measure of exact nature. Rather they are to be found in the feeling one gets as he watches teachers and boys and girls at work, as he sees them in the classroom, in the halls, in the lunchroom, on the playgrounds, in their organizations.

Does positive leadership on the part of the administration make for continued growth of teachers and pupils?

Is every activity of the administrator directly concerned with making the teacher's work more effective?

Does the administration conceive the teacher's job as including not only guidance of learners but work with parents, work in the community, and joint planning with colleagues? Are adequate time provisions made for these?

Is the administrative organization such that each teacher has an opportunity to know well every boy and girl for whom he is responsible and to make a positive contribution to their total development?

Is the administrative setup so arranged that teachers have time to pool their experiences as they relate to each boy and girl in the school?

Are children and youth being given opportunities under the administrative setup which will help them to assume and carry out responsibilities commensurate with their abilities?

Do teachers, laymen, parents, schoolboard members, and administrative officers have mutual respect and confidence in each other? Does each share with the other the problems of administration and teaching to the end that all are working for the good of the children and youth of the community?

Does effective school organization contribute to the work of teachers and learners?

Is there flexibility in grouping which meets individual needs, while at the same time there is at least one teacher in each school who knows the total development of the learner well enough to be able to give sound advice and direction to him?

Does schooling make it possible for children to complete work of concern to them without being hindered by artificial time barriers? Can children and youth go outside the four walls of the classroom to become active in those community organizations or activities which touch their lives?

Are specialists in the school and the community, such as the custodian, the lunchroom manager, special teachers, competent laymen, utilized fully in providing educational experiences of value to young people?

Are materials and equipment suited to the situations learners face? Are they easily available when needed? Do learners grow through opportunities to select and use them?

Is the program so planned that there is no break from grade to grade, from elementary to high school, and from high school to college or community life? Does the school follow through with each individual to see wherein it has succeeded or failed in helping him to make the adjustments to the next experience he has, whether it be in the next school or grade level or in adult life?

Is there a coordinated and well-organized plan of recording the growth and development of each individual? Do all who are concerned with a learner's growth contribute to these records? Is each learner helped to evaluate his abilities and talents so that he does not underestimate or overestimate his potentialities? Does each learner have a share in determining what he will undertake and in evaluating his success in the undertakings?

Does every aspect of the school contribute to the development of democratic values?

Is there a democratic atmosphere throughout the school—between teachers and learners, administration and teachers, learners and custodial staff?

Is each learner aware of the goals of the school and is he participating at his level of ability in the organization of the school and its curriculum to achieve these goals?

Do boys and girls have a responsible share in every aspect of the life of their school?

Is there a definite assumption of responsibility by children and youth for the general deportment around the school at such affairs as school dances, assemblies, and athletic events? Do the learners themselves take responsibility for courteous and thoughtful attitudes in the halls, the lunchroom, on the school grounds, and in the classrooms?

Are School-Community Relationships Developed in the Best Interests of Learners?

Evaluation not only must be concerned with the school and its relationships to boys and girls but also must include experiences which boys and girls are having outside the school; for all of these experiences make up the total curriculum.

The belief that a school can operate independently of the home, of the community, and of the many agencies serving children and youth has given way to the point of view that the school has an important part to play as one of the many agencies and institutions which must work together if the full life of the learner is to be considered in his educational development. The effectiveness of such school-community relationships must be appraised.

Do school and community plan together in the guidance of children and youth?

Are there channels of communication by which school, parents, and community agencies can pool their understanding of learners?

Is the school working closely with other organizations that deal with children and youth in order that each may complement the work of the other? Are such organizations as the church, Scouts, Camp Fire, YMCA, YWCA, privately operated camps, employer groups, and others being brought into the total educational picture?

Do teachers and parents work together constructively in the interest of unified growth of learners?

Do the non-parents of the community take an active part in the work of the school and its problems?

Is the total community aware of the goals and functions of the school to the extent that wholehearted support is given to the school program? Does the community recognize the school as being "our school"? Do community members help to make a constructive evaluation of the work of the school?

Is full use being made of the community as a laboratory for learning to live in our industrial economy?

Are children and youth making use of all the community resources that are available to them—the stores, shops, factories, business and service organizations, museums, libraries, art galleries, concerts?

Are learners becoming acquainted with the technological resources which affect the life of their community?

Are children and youth being helped to draw upon the national and world resources which can contribute to their concerns?

Are children and youth learning to know their community and its functioning through working with community groups on joint enterprises?

Do community members share their special talents or information with the school?

Are school and community together working for a better community?

Is there cooperative action on community problems? Are the community and the school working together in such matters as eliminating sordid reading materials from the newsstands and eliminating sordid motion pictures, plays, and radio programs? Is the number of home and community accidents in which children and youth are involved being reduced? Is there a consistent drop in the number who leave school before completing high school? Is juvenile delinquency showing a continuous and marked decrease?

Are there community improvements directly traceable to the needs and activities of children in such matters as better housing, utilization of resources in the community for better food, recreation, health, self-expression through the arts, sports, and hobbies?

Is the school sharing its resources with the community—are opportunities provided for children, youth, and adults to pursue activities together under the direction of the school and other community agencies?

Are the services of the school as an institution or of individual staff members sought in community undertakings?

Is the school giving leadership or cooperative assistance in the study of national and world problems?

Do Children and Youth Put Democratic Values into Action?

The final test of the curriculum lies in the actions of children and youth as they take their places as responsible members in home, school, and community life. A curriculum developed in terms of the everyday living of learners, of effective school organization and administration, and of cooperative community relationships must be appraised finally in the light of the quality of action in the day-to-day living of children and youth. This is the ultimate test. Children and youth who can deal effectively with life problems in terms of the democratic values that are the best we know is the final goal. No aspect of the program can be called good, no experience can be fully approved, no community relationship can be labeled entirely satisfactory, which does not contribute to this end. Questions such as the following must be answered by the teacher, the administrator, parents, other community members as they watch children and youth in action, as they see them eventually take positions of adult leadership and responsibility in the community.

Are children and youth competent to deal with their problems of everyday living as they meet them in the situations of family, work, civic, leisure time, spiritual life?

Are boys and girls becoming responsible members of the family group as a result of the kind of educational experiences they are having at school?

Are children and youth becoming responsible community members—as young adults are they assuming places of leadership and responsibility in various community enterprises such as those carried on by the church, recreational, social, and economic groups?

Is each child or youth as he leaves school, whether before the end of high school or after college, able to perform the work which society needs to have performed? Is he competent to pursue further education or take a job suited to his ability?

Does each child or youth use his leisure time constructively for himself and his group?

Is each child or youth finding sources of allegiance and spiritual values to which he is willing to devote his life?

Do children and youth act upon the democratic values which are the best we know?

Do they take action, at their maturity level, to assure the rights and responsibilities of others of different races, religious, vocational or economic status, educational status?

Do they recognize their right and responsibility, and that of others, to contribute their best efforts to the solving of common problems?

Do they base their actions on a scientific approach to the study of problems?

Do they take positive action to secure the cooperative participation of all concerned in the solution of common problems?

Do children and youth have faith that man has the ability and power to improve his own conditions and solve his own problems? Do they meet their own problems and those of their world with zest for and joy in living?

Are they achieving constructive solutions to their own life problems in ways that make for the greatest satisfactions in living for themselves and others?

Are they among the foremost community members in acting to solve local problems for the good of all?

Are they helping to build a better America taking its responsible part in a world dedicated to cooperative action and peace?

If the schools are to achieve their stated purpose there can be no fixed and rigid curriculum. It must be flexible in terms of the learner, in terms of the background of experience which he brings to the school, in terms of the family and kind of community in which he lives, in terms of the needs of democratic American society, in terms of the needs of the world.

No single group can be expected to do the whole job of helping young Americans achieve a democratic way of life—it is a task for the entire community. Authority in a democracy rests primarily with the people, and children and youth must learn how to participate in and to respect and cooperate with democratically conceived authority. Good schools are those which have the respect and support of the people. Good schools will be close to the people through their children and through cooperative relationships which the school develops in the community. America can afford anything

that it deems essential to afford. Witness what America has spent because it deemed it essential to support world democracy. In the first four years of World War II America spent more for war than it spent on public education since the landing of the Pilgrims! America can afford the best in education. It will afford the best when education does its best to make every experience of its learners worth while from the standpoint of the individual and of society, to make every experience one which helps to develop young Americans who meet their problems of daily living with competence and ideals.

The cream of young America was called to bear arms and yet over a million young men were found unfit for service because their educational level was too low to permit them to be effective soldiers. Approximately 60 per cent of those accepted by the army did not graduate from high school. American educators must ask themselves why this was so in a country that bases its hopes on an educated citizenry. Was it because those who attended the schools and their parents found the schools ineffective in meeting the needs of young Americans? Was it because the schools failed to help learners come to grips with their problems of daily living? Was it because the teaching in these schools failed to help young Americans to see their problems in the light of the challenges of the national and world problems of which they are a part? Was it because the community failed to provide free schools beyond the high school for a considerable portion of young Americans? Was it because some schools and communities resisted change and sought to hold to traditions which at one time may have met the needs of young Americans but no longer do so? Was it because of an economic structure that did not permit those who could profit from it to continue their education? All of these questions and more should be raised by those who believe that effective education is essential in our democracy.

Putting the curriculum to the test of whether it really serves the needs of young people and society becomes a major obligation of school and community. World obligations have replaced national and local responsibilities, and the world can ill afford uneducated citizens. Peace in the years to come rests in the hands of those who can think, those who use power and material gain constructively

for social good, those who recognize the rights and unique worth of each individual, those who are willing and able to make a maximum contribution to social progress. America cannot continue to waste its greatest resource—its children and youth.

Index

- Ability grouping, 354, 369-374
- Action based on understanding, 66-67, 71, 86-89, 399-401, 551-552
- Activities, balanced, 83-84, 316-317, 421, 459-461
 - meaningful, 61-65, 311-315
 - out-of-school, 84, 308-309, 317-318, 374-377, 389-390, 402, 406-407, 421-422
 - related to everyday living, 78-79, 118-289, 348-350, 414-415
- Administration, cooperative planning with, 393-396
 - decisions of, in terms of agreed upon principles, 397
 - in curriculum development, 391-397, 546-549
 - relationships with, for democratic living, 392
- Aesthetic expression and appreciation, 110-111, 180-191, 461-463, 502-503, 523-530
- Aims of education, in characteristics of society, 26-41
 - in child development, 56-67
 - in social values, 41-47
- Analysis of persistent life situations, 101-118
- Analysis of typical situations of everyday living, 118-289
- Areas of living curriculum, 120
- Articulation, between school and community experiences, 84, 308-309, 317-318, 374-377, 384, 389-390, 406-407, 421-422, 549-550
 - of major stages in educative process, 381-384
 - through building common principles, 383
 - through understanding learners, 383-384
- Balance, in development, 83-84, 421
 - of experiences, 83-84, 316-317, 421, 459-461
- Beginning the school year, 345-347, 435-436
- Child development, and education, 48-67
 - characteristics of, 56-67
- Community, a source of many learnings, 413-419
 - backgrounds affect learning, 409-413
 - relating school experiences to, 84, 308-309, 317-318, 374-377, 389-390, 402, 406-407, 421-422
 - school active in community growth, 422-425, 427-431
 - using resources of, 378, 389-390, 413-419, 466-467, 477, 483, 503-504
 - working cooperatively with school in curriculum development, 92-94, 384, 426-427, 549-550
- Concepts, development of, 66-67, 71, 86-89, 105, 357-360, 397
- Contemporary life and education, 26-47
- Continuity of educational experiences, 10, 66, 74, 85-86, 380-384
- Cooperation, educational agencies, 18-19, 92-94, 317-318, 374-376, 407, 426-427, 549-550
 - of staff, 383, 393-396
 - requisite of curriculum development, 39-41
 - school and community, 18-19, 384, 419-427, 549-550
 - youth and adults on community problems, 422-425
- Cooperative planning, of staff, 383-384, 393, 396-397
 - with learners, 15, 63-65, 304-305, 324-329, 355, 437-442

- Core program, 297, 365, 486-491
- Criteria, curriculum development, 29-41, 44-47, 57-67
- for selecting experiences, 311-321
- Cumulative records, 309-311, 383, 401-404
- Curriculum, balance in, 83-84, 316-317, 421, 459-461
- characteristics of, 78-94
- check list for evaluating, 545-552
- concept of, 72-77
- content of, 4-8, 74, 89-90, 545-546
- continuity in, 74, 85-86, 380-384
- criteria of selection of experiences, 311-321
- place of subjects in, 89-90, 360-362
- place of subject matter in, 8, 89-90, 297, 356-362
- providing for individual differences, 16-18, 56-57, 75, 343-344, 449-450, 454-456, 508
- scope and sequence, 9-10, 74, 83-86
- Curriculum development, cooperative enterprise of school and community, 92-94, 419-427, 549-550
- development and learning a guide to, 56-67, 71
- issues in, 3-21
- principles of, 26-47, 56-67
- society a guide to, 26-47, 70
- understanding of process of, 382-383
- whole school contributes to, 367-369, 466, 477
- Daily planning, 326-328
- Daily program, 327, 329-333, 460, 486, 488, 512-513
- Democratic values in education, 41-47, 89, 551-552
- Departmentalization, 364-366, 379
- Direct vs. incidental teaching, 320
- Drill, place of, 66, 91-92, 352-355
- Economic, social, and political structures, 115-118, 256-289, 467-468, 474-475, 540-543
- Educational issues and theories, 3-21
- Educational agencies, cooperation of, 18-19, 92-94, 317-318, 374-376, 407, 426-427, 549-550
- Environment, dealing with factors and forces in, 113-118, 230-289
- importance of, 305-309, 387-388
- Evaluation, a continuous process, 397-399, 404
- by learners, 398-399, 403, 426, 470-471
- in terms of action based on understanding, 399-401, 551-552
- not absolute but in terms of potentialities, 400-401
- of educational program, 404, 426-427, 544-554
- of growth of learners, 397-404
- through pupil records, 401-404
- Experiences, balanced, 83-84, 316-317, 421, 459-461
- characteristics of, 4-8, 78-86
- continuity of, 10, 66, 74, 85-86, 380-384
- criteria for selecting, 311-321
- first-hand, 7, 63, 79
- guidance of, 13-15, 81-83, 321-347
- identifying significant, 300-311
- individual and group, 75-76, 79-80, 314-315, 318-320, 343-344, 373, 448-450
- meaningful, 61-65, 311-315
- number of simultaneous, 323-324
- relation to those of home and community, 84, 92-94, 308-309, 317-318, 374-377, 389-390, 402, 406-407, 421-422
- selection of, 80-83, 311-321, 545-546
- sequence of, 9-10, 74, 85-86
- source of, 4-8, 78-86, 300-311
- vicarious, 7, 63, 79
- Family life, changes in, 33-35
- First-hand experiences, 7, 63, 79
- Flexibility of curriculum, 16-18, 71, 79-83
- Flexible grouping, 354, 372-374
- Function of school, 6, 18-19, 92-93, 427-431
- General education, 17-18, 362-363, 487
- Generalizations, development of, 66-67, 71, 86-89, 105, 357-360, 397
- Group membership, effective, 112, 206-219, 307-308, 532-534
- Grouping of learners, 354, 369-374
- Growth of learners, a guide to curriculum development, 56-67, 71
- characteristics of, 56-67
- in ability to deal with environmental factors and forces, 114-118, 230-231
- in individual capacities, 106-111, 122-123
- in social participation, 111-113, 192-193
- Guiding learning experiences, 13-15, 290-293, 321-347
- Home life, changes in, 33-35

- Health needs and experiences, 106-108, 123-145, 388, 472-474, 478, 499-501, 514-519
- Identifying situations with which learners need help, 300-311
- Individual capacities, growth in, 56-57, 106-111, 122-191
- Individual differences, curriculum differentiation for, 16-18, 56-57, 75, 343-344, 449-450
- Individual and group experiences, 75-76, 79-80, 318-320
 - providing for individuals within group experiences, 314-315, 319, 343-344, 373, 448-450
- Instructional materials, learners' part in
 - ✓ selection and use of, 385-387, 389
 - nature of, 385-391
 - use of in learning process, 355, 385-387, 390-391
- Intellectual power, growth in, 108-109, 146-167, 519-525
- Interests and needs of learners, determining, 78, 301-311, 419-421
 - expressed and unexpressed, 78, 301-311
 - in determining curriculum, 6-7, 14, 383-384, 545-546
- Intergroup relations, 113, 220-229, 463-464, 471-472, 478-481, 494-498, 534-535
- Issues in education, 3-21
- Learners' interests and needs, determining and studying, 78, 301-311, 419-421
 - effect of community on, 409-413
 - need for understanding, 6-7, 14, 383-384, 545-546
- Learning, capacity and appetite for, 59-61
 - nature of, 56-67
 - relation to meaning, 61-65
 - relation to purpose, 61-65
 - resulting generalizations, 66-67, 71, 86-89, 105, 357-360, 397
- Learning environment, 305-309, 387-388
- Length of school day, 374
- Length of school year, 375-376
- Materials of instruction, learners' part in
 - ✓ selection and use of, 385-387, 389
 - nature of, 385-391
 - use of in learning process, 355, 385-387, 390-391
- Moral choices and responsibility, 109-110, 168-179, 525-528
- Natural phenomena, dealing with, 113-115, 232-247, 453-454, 459, 468-469, 535-538
- Needs of learners, in curriculum development, 6-7, 14, 383-384, 545-546
 - study of, 78, 301-311
- Organization of school, 364-366, 546-549
- Out-of-school activities, consideration of, 84, 308-309, 317-318, 374-377, 389-390, 402, 406-407, 421-422
- Person-to-person relationships, 111, 194-205, 531-532
- Persistent life situations, analysis of, 84, 104-118
 - as learners face them, 118-289
 - balance in, 83-84, 316-317, 421, 459-461
 - characteristics of, 73-74, 83-86, 96-98, 290-293
 - continuity in, 85-86
 - in curriculum development, 73, 98, 315-316
 - scope of, 98-104
 - use of analysis of, 105-106, 293-299
- Planning, by staff, 324-328, 393-396
 - cooperative, with learners, 15, 63-65, 304-305, 324-329, 355, 437-442
 - daily, 326-328
- Play-acting experience, danger of, 318, 359
- Practice to develop skills, 66, 91-92, 352-355
- Principles of curriculum development, 26-47, 56-67
- Program, 329-333, 374-377, 379-380, 460
- Pupil records, 309-311, 401-404
- Pupil-teacher planning, 15, 63-65, 304-305, 324-329, 355, 437-442
- Pupils, grouping of, 354, 369-374
- Purpose, incentive to learning, 14, 61-65
 - relation to meaning of experience for learner, 311-315
- Readiness concept, 59-60, 62-63
- Records of learners, 309-311, 401-404
- Resources, community, 378, 389-390, 413-419, 466-467, 477, 483, 503-504
- Schedule, daily, 327, 329-333, 460, 486, 488, 512-513
- School, a small community, 369, 393-396, 492-494
 - organization, 364-366, 546-549
 - program, 329-333, 374-377, 379-380, 460

- relation to community, 92-94, 384, 422-431, 549-550
- Scope of curriculum, 74, 83-86
- Self-contained classroom, basic unit of organization, 364-366
- Sequence of curriculum experiences, 9-11, 85-86
- Skills, broad conception of, 92, 347, 388
 - levels of competence conditioned by needs and abilities, 349-352
 - method of developing, 8, 347-355
 - needed at all levels of development, 91, 351-352
 - place in curriculum of, 90-92
 - providing for orderly development of, 350-352
 - providing needed practice of, 66, 91-92, 352-355
 - relative level of achievement, 92, 349-352
 - taught as needed, 66, 90-91, 347-350, 352, 447-450, 465, 476-477, 482-483, 497, 508, 512
- Social participation, growth in, 111-113, 192-229
- Social structures, 115-118, 256-289, 456-457, 498-499, 504-506
- Social values, source of educational aims, 41-47
- Special education, 17-18, 362-363, 488
- Specialists, sources of for education, 378, 417-418
 - use of, 377-381, 455-456
- Subject matter, departmentalization of inadequate, 297
 - place of, in curriculum, 8, 89-90, 297, 356-362
 - used as an organized body of knowledge, 89-90, 360-362
- Teacher, guidance by, 76-78, 81, 83-85, 304-305, 324-328, 490-491, 506-507
- Teacher-pupil planning, 15, 63-65, 304-305, 324-329, 355, 437-442
- Techniques for identifying situations of concern to learners, 300-311
- Technological resources, 115, 248-255, 388, 538-540
- Typical situations of everyday living at various maturity levels, 121-289
- Units of learning, characteristics of, 321-322
 - defined, 321-322
- Values, educational, 11-12, 41-47, 70, 89, 551-552
- Variability of instructional groups, 56-57, 75, 314-315, 319, 343-344, 373, 448-450
- Vicarious experiences, 7, 63, 79

